

# LIVE LANGUAGE LESSONS

HOWARD R. DRIGGS

TEACHERS' MANUAL



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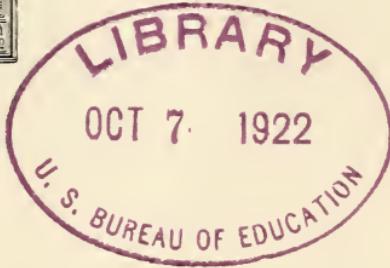
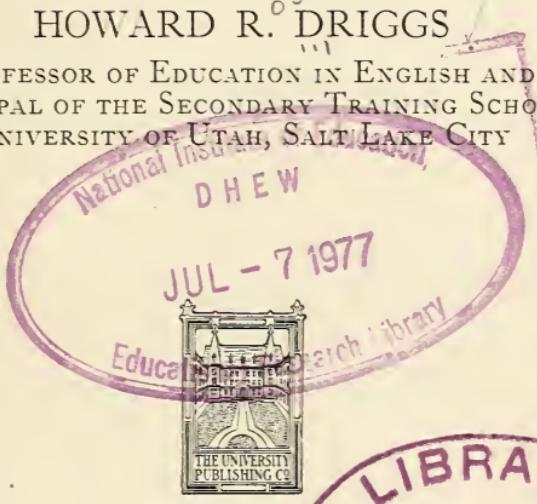
# LIVE LANGUAGE LESSONS

## TEACHERS' MANUAL

BY

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UNIVERSITY OF UTAH, SALT LAKE CITY



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## INTRODUCTION

This manual has been prepared especially for those using **Live Language Lessons**. It contains definite helps, however, for all teachers who would vitalize the language work of their schools.

The effort of the author has been to produce a practical guide book which points the natural, the progressive way to train pupils effectively to express themselves in choice living language.

The constructive suggestions offered herein come directly out of experiences in the classroom. The illustrations given have been developed by the author and others while teaching **Live Language Lessons** in various types of schools in many different states.

It is hoped that this little handbook of helps will encourage teachers everywhere to take **the rational road to success in language teaching**, and enable them, while in service, to get the richest possible results from their work.

How **Live Language Lessons** may best be taught can be readily discovered by a careful study of the texts themselves. The method is plainly revealed in every exercise. There seems need, however, to give teachers an even clearer view of the general plan of the books, to explain the fundamental principles on which they are based, and to make plain the essentials that must not be forgotten in their teaching.

For these purposes this manual has been written. The charts, the constructive suggestions, and the demonstrations it contains will help teachers understand and apply the methods more intelligently.

These books were created, not from behind a professor's desk, nor in a library cloister. They were developed **in the classroom in the grades for which they are intended**. Every lesson in them was proved before it was written. All of them have been successfully tested by teachers, both in city and in country schools.

The Live Language plan opens the opportunity to train pupils, through their own expression, for practical service along every essential line of life. To this end the following exercises are systematically offered:

1. Lessons that inspire a love of country.
2. Lessons that develop the right home spirit.
3. Lessons that promote proper health habits.
4. Lessons that cultivate respect for labor.
5. Lessons that teach sensible thrift.
6. Lessons that widen the learner's world.
7. Lessons that cultivate appreciation of nature.
8. Lessons that stimulate wholesome recreation.
9. Lessons that train the taste for literature.
10. Lessons that awaken interest in current events.

Through a series of practical, close-to-life lessons the various classes are led to express their own thoughts and experiences. The teacher, by guiding this expression into proper channels, turns it to the ends desired.

### Fundamental Aims in Language Teaching

**Live Language Lessons** are based on these first principles of progressive pedagogy:

1. Without true self-expression there can be no real language growth.
2. Expression, to be worth while, must be given, not for the sake of expression, but for the sake of service.
3. To lead the learner along the way of serviceable self-expression, the teacher, first of all, must meet the pupil where he lives and must make opportunity for him to express himself, not some one else.
4. To help him express himself most effectively, the teacher must guide the pupil tactfully to realize the best expression of which he is capable, without destroying his individuality and spontaneity of expression.
5. Facts and forms of speech and principles of structure and syntax essential to a mastery of the mother tongue, can be best taught only as they are connected closely with the learner's daily life language.

### General Methods of Language Teaching Compared

Two main methods obtain in language as in other kinds of teaching: **The Formal** and **The Vitalized**

The distinctive differences between these general systems, as far as language is concerned, is shown in the following table of comparison:

#### The Formal Method

1. Makes the language lesson mainly an informational study.

#### The Vitalized Method

1. Makes the language lesson mainly an expressional study.

2. Teaches the forms of speech apart from the learner's language.	2. Teaches the forms of speech with constant application in daily use.
3. Uses literary models for purposes of imitation.	3. Uses literary models to stimulate creative effort.
4. Makes composition work a reproductive process.	4. Makes composition work a productive process.
5. Deals with language as something perfected.	5. Deals with language as something perfecting.
6. Is essentially autocratic in spirit.	6. Is essentially democratic in spirit.

In **Live Language Lessons** the vitalized, or natural method of teaching is accepted without compromise. This natural method has been proved to be educationally sound and right.

This system is democratic both in spirit and in method. It offers every pupil equal opportunity with every other pupil to participate freely in the exercises provided for socialized self-expression. As each gives he gains. In contributing of his individual thought and experiences for the benefit of all, the pupil gets truly motivated practice in speaking and in writing.

The actual speech needs of the pupil are revealed in this free expression. Discovering these, the teacher is enabled more intelligently to direct the formal work and the drills necessary to make sure the principles and practice that make for any effective use of language.

In other words, there are three types of lessons in Live Language work: (1) The Discovery Lesson; (2) Development Lessons; (3) Drill Exercises. Each of these types is concretely discussed in Section III of this manual.

The teacher's part in the process is also threefold:  
(1) To create conditions wherein the pupil feels **impelled** not **compelled** to express himself. (2) To help him by encouraging suggestions and guiding questions to bring out his best thoughts and experiences clearly and well. (3) To teach, through well aimed lessons, the essential principles of speech; and, through positive drills, to fix right language habits in tongue and in fingers.

### PLAN OF LIVE LANGUAGE LESSONS

#### I. Composition Studies on Real Life Subjects

1. Oral work emphasized
2. Written work closely correlated with special emphasis on real letter writing

#### II. Practical Exercises in

##### 1. Vocabulary Building

- (a) Word finding games
- (b) Exercises aimed at overcoming the slang habit
- (c) Studies in word accuracy

##### 2. Applied Grammar

- (a) Language games and correct-usage drills
- (b) Exercises in sentence building
- (c) Systematic study of practical grammar

##### 3. Enunciation and Pronunciation

- (a) Exercises on troublesome sounds
- (b) Elementary studies in speech art

##### 4. Punctuation and Paragraphing

- (a) Practice in punctuation
- (b) Study of essential rules of punctuation

## COMPOSITION CONTENT OF LIVE LANGUAGE LESSONS

	GENERAL SUBJECTS AND AIMS	GRADES		
		THIRD	FOURTH	FIFTH
The Six Life Lines	Historical Patriotism and Citizenship	Stories for Little Americans	America the Land of Liberty	Brave Boys and Girls
	Industrial Practical Service	Little Laborers	Home Helpers	World's Workers
	Nature Intelligent Love of Outdoor Life	Indian Summer Days Birds in Spring	Autumn Gifts May Flowers	Our Animal Friends Bird Life
	Geographical Widening the Child's World	Eskimo Stories Tales of Clothing	Little Folk of Other Lands	Indian Life The Thanksgiving Feast
	Recreational Wholesome Play and Health	Summer Stories Santa Games Snowflake Fun Plays, Playmates	Fun in the Country Hallowe'en Plays, Around the Fireside	Thanksgiving Fun Spring Sports
	Literary Art Right Reading Habits	Wigwam Tales Fairy Stories and Fables	Snowtime Poems and Stories Spring Songs and Stories	Indian and Pilgrim Tales Hero Stories

The titles given in the chart indicate only the main study centers for oral and written expression.

#### Points to Remember

1. The composition work follows the lines of real life interest.
2. Each grade is given its own rich part in working out this vital and varied program.
3. Every other study is reinforced by this live composition plan.

#### Practical Suggestions

1. To promote proper team work each grade should be held, not slavishly, but rather faithfully within the field assigned to it. There is a wealth of work given each class to do, and it is unfair to any class to have the cream of interest in its work taken by preceding classes.
2. Subjects should always be adapted and enriched as need demands; other good subjects that fit in with the plan may be used at times.
3. In the lower grades, where the seasonal arrangement is followed, the work may be readily rearranged where necessary to fit in with a mid-year promotion plan.



## **THE WORK BY GRADES**



## LANGUAGE AIMS IN THE ELEMENTARY GRADES

### Third, Fourth, Fifth, and Sixth Grades

The following are the main objectives to be kept clear in the language work of the Elementary School:

1. Encourage fluency and spontaneity of expression. The pupils, however, should be held gently but firmly to accuracy in using the simpler forms of speech and of writing.
2. Let oral work predominate. Three-fourths of the time, at least, should be given to oral expression in these grades; but written work growing out from the oral should gradually be increased.
3. Exercises in enunciation should be regularly given. Work especially for clear resonance, and to overcome lazy jaws, lips, and tongues.
4. Strive to correct wrong speech habits by fixing right ones. Tongue training drills in the form of language games and drills on the "Tables of Correct Usage" are important here. The simple rules and reasons governing correct usage may be given with the drill exercises.
5. Beginnings in practical grammar—sentence studies and the parts of speech, with easier inflections in number, tense, and case—are made in the sixth grade.
6. Vocabulary-building exercises, closely correlated with the expression studies, are regularly given.
7. Punctuation practice, exercises in paragraphing, simpler letter forms, and the easier rules for capitalization are systematically given to train the fingers into right habits.

Fluency with accuracy is the watchword. The aim now is to work for right language habits, but **not at the expense of naturalness and freedom of expression.**

## THIRD GRADE LANGUAGE

### LIVE LANGUAGE LESSONS—BOOK ONE, PART ONE

#### GENERAL OUTLINE

Two closely blended main lines of work are provided for this grade:

##### I. Expression Studies    II. Skill-Cultivating Exercises

These are grouped in a series of ten general language studies as follows:

###### 1. Summer Stories

Talks about summer fun.	Word games.
Telling animal stories.	Writing about animals.
Talks about farm animals.	Animal language games.

###### 2. Little Laborers

Talks about children's work.	Making worker rhymes.
Telling of work in school.	Word games about workers.
Stories about workers.	Writing about work.

###### 3. Autumn Days

Fall stories and poems.	Autumn language games.
Talks about corn.	Writing about corn.
A wigwam story hour.	Finding Indian words.

###### 4. Thanksgiving Time

Talks about Thanksgiving.	Thanksgiving alphabet.
First Thanksgiving.	Thanksgiving language game.
Talks about foods.	Word game about cooking.

**5. Santa Claus Stories**

Christmas stories and songs.      Christmas language games.  
Christmas plays.                      Writing Santa letters.

**6. Snowflake Fun**

Telling of snow fun.                  Finding winter words.  
Talks about Eskimos.                Snowball language games.  
Winter night stories.                Writing about winter.

**7. The Fireside Story Hour**

Telling fairy tales.                 Finding words for fables.  
Playing fairy stories.               Fairy language games.  
Stories of valentines.               Postman language game.  
Little American stories.            Making American stories.

**8. Springtime Stories**

Playing a story of spring.           Spring guessing game.  
Telling bird stories                 Finding bird words.  
Describing favorite birds.           Bird language games.

**9. Plays and Playmates**

Talks about spring fun.              Spring language games.  
Telling about pets.                   Animal action words.  
More animal stories.                Animal language game.

**10. Vacation Fun**

Talks about water sports.           Making a story.  
Vacation time fun.                   Fishing language games.

Review of language games and other tongue-training exercises.

**SPECIAL CAUTIONS FOR THIRD GRADE WORK**

**1. Pupils will need guidance** at the beginning to learn how to use their first language text properly.

2. Do not expect them to read fluently all the stories and directions, or to fill every blank in the vocabulary exercises. Give them tactful help until they can help themselves.
3. The beginnings in written work should be carefully made. The sentence building, letter-writing, and other compositions should be worked out in the beginning by the class working together under the tactful guidance of the teacher.
4. Too much writing and copying should not be given as seat work. For the study period, use word-finding games, the reading of stories and poems in the book, with occasional very brief written compositions and little letters. Make this work simple and watch it carefully.
5. The lessons are best taught in the season thereof. It will be observed that they are planned to follow the school year somewhat closely. Where promotions are made at the half year, the seasonal arrangement need not be seriously disturbed. For example, if the grade begins its work in January or in February, its first study should be **Snowflake Fun** or **The Fireside Story Hour**. The following fall the class can begin with **Summer Stories** or **Little Laborers**.
6. The course is planned to cover a full year of nine or ten months' work with a lesson practically every day. If the course must be shortened to fit the short term or ungraded school, certain exercises from different studies may be omitted. For such a minimum course the following is suggested: Omit exercises 3, 5, 11, 18, 26, 33, 35, 39, 45, 46, 50, 51, 58, 62, 63, 70, 71, 79, 81, and 82.

7. The best results will come from following the plan, not slavishly, but rather faithfully. Ample freedom is given both pupils and teacher within the general studies provided. The lessons should always be adapted to the class, and at times other exercises more closely connected with their needs may be substituted.

8. Only as each grade does the part assigned to it is effective team work possible. The part given to the third grade has already been presented in brief. The following is a summary showing the various forms dealt with in the tongue and finger-training games and drills:

#### PRACTICAL HELPS WITH DEMONSTRATION LESSONS

#### DRILL EXERCISE CHART

Correct Usage	Punctuation	Enunciation
<b>Language games to overcome</b>	<b>Use of the period</b>	<b>Games and drills on</b>
"Can I go?" "It's me."	1. To close sentences	can
"I fell in" "I laid down"	2. After abbreviation of months	catch
"have got" "throwed"	3. After initials	and
"aint" "knowed"	<b>Use of the capital</b>	just
"et" for "ate" "give" for "gave"	1. To begin sentences	get
"I seen" "has stole"	2. In writing names	for
"I done" "has took"	3. Pronoun I	from
"If I was" "he come"		going
"There was "he run" two"		running
		doing
		playing

The drills suggested in this chart should be vitalized and motivated whenever possible. Other type trouble-

makers may also be dealt with as need requires, but the foregoing forms should not be neglected.

### GENERAL STUDY ONE—SUMMER STORIES

The following program covering about **two weeks' work**, is provided in connection with this opening study:

For the Recitation	For Seat Work
Telling of vacation fun.	Word-finding game.
Study of the circus poem.	Blank-filling exercise.
Telling jokes and riddles.	Finding answers.
Talks about animal tricks.	Writing about animals.
Talks about pets.	Finding words.
Playing animal games.	Making a zoo.
Talking about useful animals.	Writing sentences.

#### Lesson 1. Sharing Our Vacation Fun

On opening this First Book of **Live Language Lessons**, the pupil is greeted with two pictures suggesting fun in summertime. He meets also this inviting question:

“Did you ever play ‘trading stories?’”

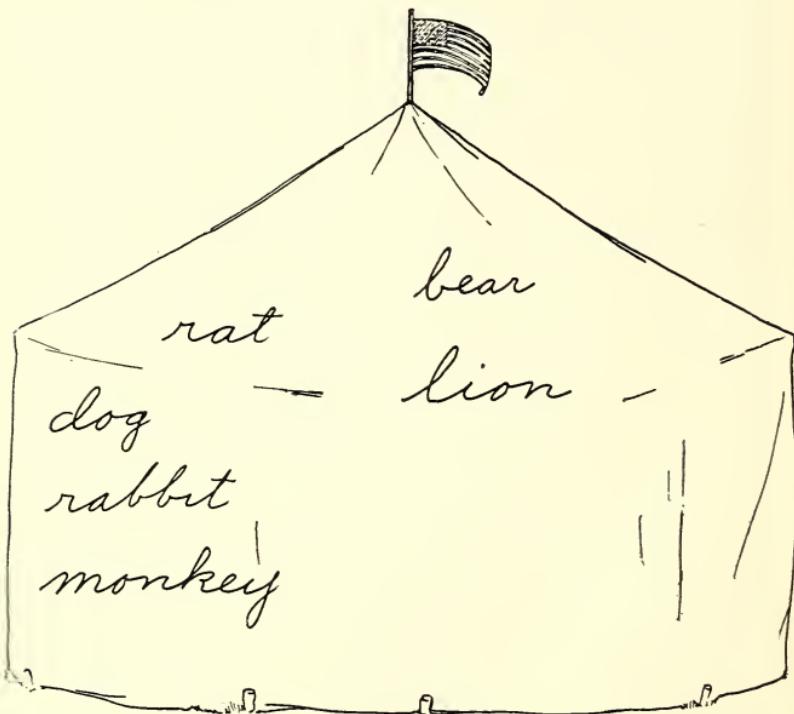
Then follows the stimulating suggestion that he share with his classmates some story of fun he has had during the vacation just past.

Over the leaf is a story of some real boys who had “A Circus Chase.” This should be read or told interestingly by the teacher. Then appropriate questions such as are suggested may be given to lead the pupils to tell similar experiences.

As they talk, the teacher should tactfully draw out their best thoughts, keeping their expression moving forward within the general lines of the lesson.

**Seat work.** While the interest to tell the stories is still keen, the work should be changed. During the study period following, the pupils may be allowed to express themselves in another way, by making a circus parade, or a zoo, or in otherwise reflecting the main thought of the lesson given.

Written work should not be required with this first lesson, other than the spelling of a few names of animals to make a **word circus**. The result of this seat work is likely to be something like this:



A good spelling lesson on the simpler names of animals may be given here if desired.

### Lesson 2. Finding Words

During the second recitation the pupils should be guided in completing the poem called "The Circus Parade." This is a vocabulary-building exercise.

**Do not expect every pupil to find every word.** If each can find one or two or three, that will be enough. The lesson should be made a coöperative exercise. Working under the lead of the teacher, the pupils may be led to fill the blanks in one or two stanzas, then they may be left to fill the blanks in the other stanzas for themselves. They should then prepare to read the completed poem.

### Lesson 3. Riddles

Here is a lively language exercise with opportunity to train the pupils' sense of humor. It should begin as a conversation exercise about the clown or other comedians. Following this should come an exchange of jokes and riddles.

**Seat Work.** As suggested, the pupils may find the answers to the riddles given. Other riddles may be added on the board.

### Lesson 4. Animal Tricks

This is another conversation lesson. The pupils, led by questions in the text, or by reading the little story given about the monkey, will tell of their experiences with animals they have seen at shows or on the farm and elsewhere. They should be encouraged to talk freely, but should be guided tactfully to keep to the story. Some of their simpler mistakes may possibly

be corrected, but not in such a way as to check their stories.

**Seat Work.** The writing of little stories of two, three, four, or five sentences like those in the text about some animal may be done here. Preceding this, a little composition may be written on the board, with the pupils' help. The suggestion that each sentence has a captain, or capital letter to lead it, stimulates a little interest in this form. Attention may be directed to the period also.

The following are two little compositions produced by third grade pupils during this exercise:

#### THE BEAR

The bear lives in a den. He eats meat. He has to be penned up in a cage at the park, so he won't bite people. The bear is black. Sometimes there are white bears too.

#### THE DEER

The deer lives in the woods. It eats grass and roots. It is a swift runner. It has antlers.

### Lesson 5. Training Animals

Use the questions given in the text and others to bring out an exchange of little stories about cats, dogs, colts, calves, and other animals. Most pupils of this grade have had some experience directly or indirectly with some animal. Opportunity to cultivate kindness to pets will arise during the lesson.

**Seat Work.** The vocabulary exercises on "Goat Troubles" should be given as composite work at the beginning, then the pupils should be allowed to complete the story and to be ready to read it. Do not require pupils to copy this exercise. Rather number the blanks and find words for each number.

### Lesson 6. Animal Games

Opportunity is given here for vitalized training in correct usage. Each game proposed gives the pupil a chance to express himself and to get real practice in using rightly forms commonly misused. The "Noah's Ark" game, for example, drills on **may**, **into**, and **am not**.

**Seat Work.** Another spelling exercise on animal names may be given here. Let the pupils draw an ark or a zoo. They may have in the ark all the animals whose names they can spell correctly. Compare the results with those obtained in making a circus parade.

### Lesson 7. A Zoo Guessing Game

Here the pupils are given a chance to make a little description by filling the blanks. The seat work precedes the recitation. When the pupils are ready, each may read his little composition and the class may guess as directed.

### Lesson 8. Talks about Farm Animals

This work should be directed towards helping the pupils to appreciate our animal friends. In the country, the children will have much first-hand experience to give. In the city, the pupils may need some help in learning what animals really mean to them. Their cow is "the milk bottle," and the butter "tub," or "carton"; but they should learn all about the production of these things. In every class will be found pupils who can give first-hand experiences with farm animals.

**Seat Work.** Writing about Animals. Each pupil should produce a little story of several sentences about

some useful animal or bird found on the farm. Here is a story one pupil produced:

#### MY COLT

I have a little colt named Bessie. She is as black as ink with only a white spot in her forehead. She is too little to ride, but some day when she grows up she will make a fine saddle pony. I will use her to help me drive the cows home.

—*Fred Thompson.*

This may be illustrated with pictures, or drawings. The result should be a little booklet produced by the class.

#### GENERAL STUDY TWO—LITTLE LABORERS

The purpose of this study is to cultivate in the pupils the right spirit towards work. Conversation lessons, stories, and poems dealing with work common to the lives of most little folk are given. With these are vocabulary-building and tongue-training exercises to help the pupil find the words he needs, and to train his tongue to use various troublesome forms correctly.

Out of the work should come little plays about workers and booklets containing little stories and sketches from the little workers. Each pupil should contribute his part. About three weeks' time may well be given to the working out of the various lessons connected with the study.

The following plan may be taken as suggestive:

<b>For the Recitation</b>	<b>For Seat Work</b>
Talking about work for boys and girls.	Drawing, cutting pictures of work.
Finding words.	Spelling exercise.
Getting Ready for School (Poem Study).	Writing little order rules. Helps for the schoolroom.

Talks about school work.	Writing the Lark story.
Stories about workers.	Cutting and drawing exercise.
Playing the stories.	Spelling exercise.
Words for workers.	Writing sentences using "isn't."
Language game.	Writing sentences on "did" and "done."
Drills on "did" and "done."	Writing little worker stories.
Talks about making and doing.	Making a worker's book.
Making a worker's book.	
Reading the book of stories.	

The essential thing in working out the language study is to **keep the work moving towards the central purpose**. Each lesson may be different, but each should connect with the idea of **work**. The pupils need to be trained in a spirit of home helpfulness, and to have cultivated in them an appreciation of those who are constantly working for them.

### Lesson I. A Talk about Work

In the opening lesson, the keynote is struck playfully by the suggestion and question: "All play and no work makes Jack a dull boy." "What do you do every day to keep from getting lazy?"

This suggestion and the question generally bring a hearty response. The main work of the teacher then is to guide the expression and to hold the pupils to the telling of definite little duties they actually do and can perform. Their tendency often is to talk in "glittering generalities."

Lead them to talk on simple things, such as keeping their toys in place, keeping their clothes clean and tidy,

washing their hands and faces without bothering mother, and doing other little acts of helpfulness.

### **Lesson 2. Finding Words**

The little verses for vocabulary work may be filled out partly in class or left for the pupils to complete by themselves. They suggest the spirit of the general study.

### **Lesson 3. Getting Ready for School**

The poem, "Getting Ready for School," is a homely old rhyme, but it will leave a distinct impression. It offers, too, many suggestions that will stimulate the pupils to talk about what to do about getting ready the night before, what makes tardy boys and girls.

Let the poem be read by the teacher or by the teacher and the pupils. Such questions as those given will help the pupils to enjoy the poem.

For **seat work**, each may write a little line or two of good advice for boys and girls about taking care of their books and clothes and about getting up promptly and dressing quickly. Make some motto suggested by the poem, "Getting Ready for School."

### **Lesson 4. Talks about School Work**

This lesson follows naturally the poem study. Here is an opportunity for some helpful expression work looking to the betterment of the school. Stimulate pupils to talk about **how to study, how to help one another, and how to keep their desks in order.**

**Seat Work.** A set of rules for the classroom may be worked out. The best set could be chosen to be used by the school.

**Lesson 5. Stories about Workers**

Here is opportunity (1) to blend language with literature; (2) to bring back some fine old tales that should not be forgotten; (3) to have a story-telling exercise; (4) to dramatize some of the stories that make interesting little plays.

**Seat Work.** "The Larks in the Wheat Field" may be studied. This offers another kind of beginning composition, the building of a story by answering questions. This work may be begun as a class exercise and completed by the pupils.

The succeeding lessons, "Words for Workers," "Game for Little Workers," "How Things are Produced," can be followed without trouble. They may be expanded, as suggested on page 27 (text), by adding spelling exercises, by having the pupils make little plays representing workers of various kinds, and by the making of a little worker's booklet.

The following are suggestive spelling exercises:

1. Make an outline of a garden and write therein names of plants you would like to grow; as, peas, beans, carrots, turnips, corn, potatoes, lettuce, onions.
2. Draw an outline of a tool shop and put into it garden tools; as, hoe, rake, spade, shovel, plow.

**GENERAL STUDY THREE—AUTUMN DAYS**

This study is opened with a merry rhyme about harvest days. Through reading it or any of the other fall poems suggested, the pupils may be put in the spirit of the season and set talking about the beauties and gifts of autumn. Their expression should be tactfully

guided along the lines suggested by the following program of lessons and exercises, which is planned to cover about three weeks' time:

For the Recitation	For Seat Work
Reading and talking about fall poems.	Memorizing a choice fall poem.
Talking about the harvest.	Harvest spelling game.
Telling stories of nutting time.	Drawing or cutting squirrels.
Nuts-to-crack game.	Finding words for poems.
Talks about fireside fun.	Completing popcorn story.
An Indian corn story.	Writing about corn.
Stories of the winds.	Drawing or cutting wigwam.
Wigwam story hour.	Writing about papoose home.
The Jack-o'-Lantern story.	Cutting or drawing Jack-o'-Lantern.
More stories of Pilgrims.	Writing about Hallowe'en.

During these exercises little booklets should be made with pictures, stories, poems, and cuttings suggesting the various phases of the work. Each pupil may make his own booklet; or a book may be made by the whole class.

### Lesson 1. Fall Poems

In this exercise language and literature are blended. The poem given and those suggested should be enjoyed. Perhaps several fall poems, suited to this grade may be found in the readers and studied. Reading and language may often be thus correlated to the advantage of both studies.

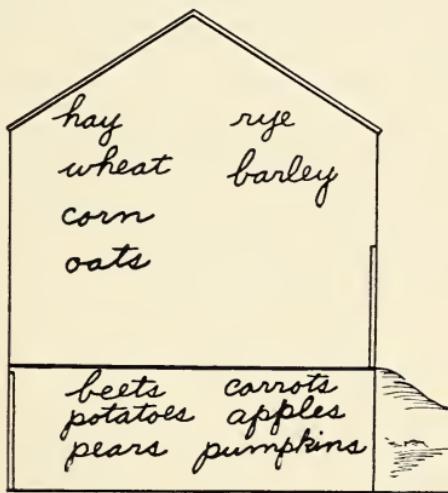
**Lead the children to talk freely about the pictures and thoughts suggested by the poems studied. Make this work a language exercise.**

**Seat Work.** Each pupil should choose some stanza or lines that he likes and memorize them to recite the following day.

### Lesson 2. Talks about the Harvest

The thought here is to stir the pupils to appreciate the gifts of autumn. Let each tell of some product of the fields or forest. Perhaps some pupils have raised some vegetable, grain, or fruit or flower. Interest in the exercise may be stimulated by having the pupils bring samples to the class. A little fair may be planned.

**Seat Work.** As suggested in the text, let the pupils have a spelling game, filling the barn or cellar they draw with such words as they can spell correctly. For illustration:



### Lesson 3. Stories of Nutting Time

Pupils should be led to talk about their fun in gathering nuts, or their fireside fun while cracking them.

The exercises may be enriched by having them tell of the squirrel, the monkey, and other animals that eat nuts.

**Seat Work.** Cutting and drawing pictures of the squirrel or monkey, and of the forest will be interesting here to illustrate the story.

#### Lesson 4. Live Language Game

The "Nuts to Crack" guessing game should be played here. Other games may be added as, "What have you in your barn or granary?", each pupil answering in turn, "I have corn." "I have beans." **The teacher should make good use of the language game to train the pupils' ears and tongues to hear and to use correct forms.**

**Seat Work.** Have the pupils find the words to complete the poem. Some definite help should be given them in this exercise.

#### Lesson 5. Popcorn Stories

Use the questions in the text and others, and have a conversation exercise. Lead the pupils to talk about candy making, popping corn, and other fireside pastimes.

**Seat Work.** The blank-filling exercise, "Popcorn Fun," will serve well. Again the pupils should be given some help in finding the right words.

#### Lesson 6. An Indian Corn Story

This lesson blends naturally with the spirit of autumn and the harvest. The story of Mondamin should be read and enjoyed. Using questions in the text, lead the pupils to talk about corn, its worth to the Indians, and to all of us. Pupils of our land should appreciate the

Indian corn as one of our distinctively American plants. Corn has been a great help in the making of our country. Tell the story of the Pilgrims and the corn. How also did parched corn serve the pioneers? **Stories of cotton, wheat,** and other staple products of the farm may be taken up if time permits, or if a change of work seems desirable.

**Seat Work.** The pupils may write a little composition about corn, following the suggestions given in the book. They may illustrate their little sketches with drawings or clippings from magazines and catalogs.

### Lesson 7. A Wigwam Story Hour

A number of Indian story-books are suggested here. Any one of these will give stories for the story hour. Even better than these book stories may be the original stories the children can gather from their parents and older folk of the city about Indians, bears, buffalo, or other things. The pupils will enjoy acting out this story hour, sitting around the wigwam and each telling a tale.

**Seat Work.** Use the blank-filling exercise on the Papoose Home. The pupils should now be able to fill most of the blanks in this exercise.

### Lesson 8. The Four Winds

The myth of "The Four Winds" is full of the autumn spirit. Let this poem be read by the teacher. Using the questions in the text and other suggestions, lead the pupils to enjoy and talk about the fall pictures it suggests —falling leaves, the migrating of the birds, and the coming of Jack Frost. See Longfellow's "Hiawatha" for

the story of the winds. Be ready to tell the story to the children. Let the pupils dramatize the stories told by these poems to help them vivify the pictures.

**Seat Work.** Gather and mount autumn leaves, or draw or cut wigwam scenes, suggesting the stories of the winds.

### Lesson 9. The Indians and the Jack-o'-Lantern

A charming story in which is blended the Indians, the Pilgrims, and the Hallowe'en time is given here. This story may be told, read, and re-told and dramatized. Other stories of Pilgrim days are also suggested for enjoyment. These may be read or told.

**Concluding Work.** If the various exercises suggested have been well done and the results kept, each pupil can now assemble his work in the form of an autumn booklet containing original and other poems, drawings, cuttings, and compositions of his own. On the cover of this he may draw a Jack-o'-Lantern, a wigwam, or autumn leaves, or some other design. The best work may be selected and presented in the form of a program for parents or other pupils.

## GENERAL STUDY FOUR—THANKSGIVING TIME

Like the preceding ones, this study is opened with a live picture suggestive of the subject. What shall be done with the picture? Ask such questions as will lead the pupils to enjoy and to talk about it. For example:

Where did the boy get the big bird? How did he catch it? What is he going to do with it? How does he

feel about having the turkey for Thanksgiving? Make a little story about the boy and his turkey.

A few questions of this sort will stimulate interesting expression and create the right atmosphere for the enjoyable Thanksgiving studies provided. From about November first until Thanksgiving the time may well be spent working out the program of exercises that follow.

#### For the Recitation

- Reading and talking about the poem.
- Telling stories of grandparents.
- Telling story of first Thanksgiving.
- Playing story of first Thanksgiving.
- The Thanksgiving alphabet.
- Catching the turkey game.
- The harvest home game.
- Cooking game.
- Telling food stories.
- Giving a Thanksgiving program.

#### For Seat Work

- Writing little story of Thanksgiving.
- Spelling words from the woods.
- Learning to use words.
- Cutting or drawing pictures of Pilgrims.
- Finding words.
- Drawing or cutting barnyard.
- Harvest spelling lesson.
- Making a cook book.
- Writing little stories.

From this general study may come, as suggested, one or several little booklets—a play or a general program of stories, poems, songs, and plays. A rich variety of exercises is offered. The plan is flexible.

#### Lesson 1. Picture and Poem Study

As directed, the teacher should use the picture to lead into the poem and the reading of the poem should bring

forth not only enjoyment of the poem, but original expression and **a sharing of experiences by the pupils** of their Thanksgiving visits and other like fun.

Make this study an opportunity to foster a sweet home spirit and an appreciation of parents and grandparents.

**Seat Work.** Blending with the lesson, the seat work may well be an expression of the pupils' thoughts in a few simple sentences about Thanksgiving. The following are such as may be expected:

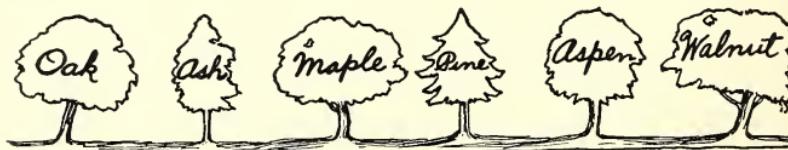
#### GRANDMA'S STORY

Once when we were out to Grandma's for Thanksgiving she told me a story. She said that when Grandpa and she moved to Kansas they went in a "prairie schooner." It was drawn by oxen. They lived in a sod house. They had to live on buffalo meat and corn. She was thankful that those days were past.

#### Lesson 2. Pennyroyal Pie

Let this jolly little story of Shadrach be enjoyed first. Then lead the pupils to share their own little experiences or to tell stories their parents and grandparents may have told them about similar experiences. The little tale should bring forth a great many experiences of the woods and hills, or of picnics and the pantry.

**Seat Work.** A spelling lesson making the forest by drawing trees and writing names of them may be given here:



#### Lesson 3. The First Thanksgiving

Two or three recitation periods may be given to this study.

**First**, read and talk about the story. For seat work study the difficult words and use them in sentences.

**Second**, play the story informally. For seat work cut or draw pictures of the Pilgrims and Indians.

**Third**, if desired, present the play for another grade.

#### **Lesson 4. A Thanksgiving Dinner Alphabet**

Two or three lessons may be given to this study. Do not expect each child to fill every blank. The study should be begun as a coöperative exercise. Lead the pupils to tell of the various things that may be had for Thanksgiving dinners. Then let them begin to complete the rhyme by finding the right words. Afterwards, according to the size and ability of the class, let the pupils during seat work either take one or more letters and complete the rhyme about these; or, if they can, let them try to make the alphabet in full. They need not copy it in full; but they may copy just the words to go with each letter. For example:

Line 1	round	red
Line 2	tasty	dumplings

If the pupils wish to make other rhymes than those given for various letters, let them do it.

#### **Lesson 5. Thanksgiving Games**

Here is a series of live games to train the tongue in overcoming such trouble-makers as "kin," "ketch," and "aint." Several periods may be taken for this work. One game each day played with zest will be enough.

For suggestions as to seat work following each game, see the program of seat work exercises given on page 33.

### Lesson 6. How Foods are Produced for Us

Following the little talks suggested by the titles, each pupil may choose his topic and write a little story about it. The composition may be in form of an autobiography; as,

#### THE BREAD STORY

I was first a kernel of wheat. The farmer planted me in the big field. I grew first into a green blade like grass. Then the golden sunshine turned me yellow.

I was cut down and put through the threshing machine. It did not feel very good to be knocked about. Then I was taken to mill and ground into flour. After this I was baked into bread. Don't I look good enough to eat?

### GENERAL STUDY FIVE—SANTA CLAUS STORIES

Christmas is the crest of the year. In primary pupils especially, the spirit of this holiday is strong. It is easy to turn this spirit to the purposes of language, literature, art, music, and other studies. The following plan offers a chance to fill the time between Thanksgiving and Christmas with a series of rich lessons which may culminate if desired in a delightful Christmas program:

#### For the Recitation

Reading and talking about  
“A Visit from St. Nicho-  
las.”

Enjoying Christmas songs  
and poems.

Telling Santa Claus stories.

Talking about Mother Goose  
folk.

#### For Seat Work

Drawing or cutting illustra-  
tions.

Making a word Christmas  
tree.

Reading Christmas stories  
and songs.

Making song and story-book.

Playing Mother Goose games	Illustrating a nursery rhyme.
Introducing the family.	
A sitting game.	Finding <b>sit</b> and <b>sat</b> in sentences.
A dinner game.	
Toytyme game.	Writing sentences using <b>eat</b> and <b>ate</b> .
A class letter to Santa Claus.	
Enjoying the Mother Goose play.	Filling blanks with <b>give</b> and <b>gave</b> .
Rehearsing parts for Christmas program.	Individual letters to Santa or to others.
Presenting the program before other class or parents.	Learning the parts.

The central aim of the foregoing program is to create the proper appreciation and remembrance of Christmas time.

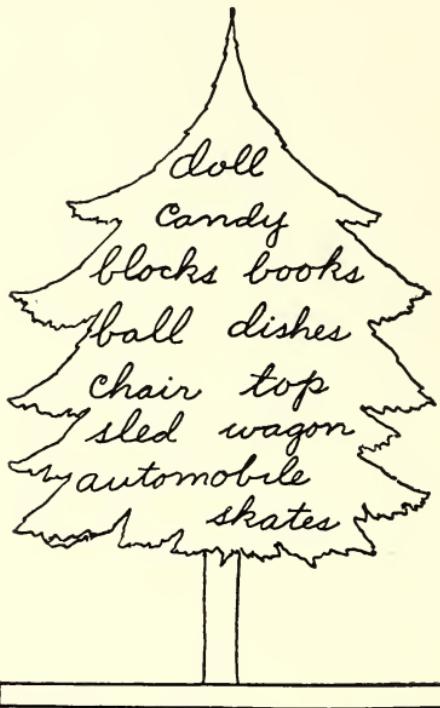
### Lesson 1. A Visit from St. Nicholas

No Christmas seems complete without a reading of this children's classic. Let the teacher first read it expressively, then using the questions and suggestions given in the text, with others, lead the children to see the various pictures suggested by the poem, and to talk about the experiences and thoughts they bring forth. In this and in the studies that follow on "Christmas Poems and Stories," literature and language work are blended. **The prime purpose, however, here is language.** The lessons will fail of this purpose unless self-expression in the form of talks, story-telling, and dramatizing come from the work.

Two days, at least, may well be given to the poem.

**Seat Work.** First, let the pupils have a word study. Various expressions in the poem should be understood;

as, "miniature sleigh," "coursers they came." Some of the words may be learned. A good spelling game here is the making of a word Christmas tree. For illustration:



For a second day's seat work, the pupils may draw an illustration for the poem; as, "Santa in his sleigh," "The stockings on the chimney place," or some other picture that comes to them from the study. Or they may make a picture of Santa in his toy shop.

### Lesson 2. Christmas Poems and Stories

Language and literature are here blended. The pupils may first read such choice poems and stories as those given, or other good ones they and the teacher may find

about Santa and Christmas. Some of the poems, set to music, may be sung during the music exercises. Choice poems, or parts of them, may be learned and recited.

For **language work** the pupils may be led to talk about the poems, to tell and to dramatize some of the best stories. A Santa Claus song and story hour should result. Several recitations may thus be filled with interest and profit.

**Seat Work.** These suggestions should be followed:

1. Making Christmas story and song book. Each pupil may contribute one story or poem to the book. These may be copied or clipped and pasted. Pictures and drawings will help.

2. Reading stories to be told and learning poems to be recited or sung. A recital of these for another grade will be a helpful practice leading towards the final Christmas program.

### Lesson 3. A Mother Goose Christmas Party

Several charming lessons may be worked out around this subject, as follows:

1. **Talking about Mother Goose Folk.** The pupils may describe them and recite rhymes about them. For **Seat Work**, the pupils may write nursery rhymes.

2. **Introducing the Mother Goose Family.** This is a motivated memory exercise. Let each pupil recite the rhyme that tells of the character selected. For **Seat Work**, draw or cut pictures of Mother Goose Village. A booklet may be made, each pupil making one part.

3. Playing "Seating the Guests," "Dinner Game," and the "Joy Time Game." The object here is tongue training on the troublesome forms: **sit, sat, eat, ate, give, gave.**

Other forms may be reviewed here if desired. Guessing games may be played such as those on "What toy did Santa bring you?" or on "What did you see on the Christmas tree?" or "Guess, what I have."

The teacher should follow up these forms till they are mastered. Let each try to create interesting games and drills to add to those suggested.

#### Lesson 4. A Mother Goose Play

The beginnings toward creating original plays are made in this exercise. In this lesson, such a play is given in full. Later, in "The Fairy Wand," page 98 (text), only the opening part is given.

Let the pupils enjoy the Mother Goose play by first reading it, then let them take the various parts and play it. Every child in the class should be given some part, even though he may say little or nothing.

If time permits, another play may be worked out on Mother Goose Folk, or this play may be enlarged.

The final work should be the presenting of a program of Santa songs and stories, and the play on the Mother Goose Family.

#### GENERAL STUDY SIX—SNOWFLAKE FUN

This study is intended to bring out the winter recreation of pupils. In some parts of the country no snow falls; but most children will have had some snow fun, or will have heard about it from others. Those who have not will enjoy learning of such wintry sport and telling of other sports they have in place of snowflake fun.

The following program is offered for about **two weeks'** work:

**For the Recitation**

Poem and picture study,  
"Making a Snow Man."

Study of winter words.

A snowball language game.

Talking about winter fun.

Telling about Eskimos.

Mother Hubbard's geese  
game.

Reading poem, "Winter  
Night," and talking about  
it.

Winter clothing stories.

**For Seat Work**

Cutting or drawing sleds,  
snow men, snow forts and  
snow houses.

Finding wintry words for  
blanks.

Writing sentences using  
**threw**.

Writing a winter story.

Drawing or cutting an Es-  
kimo house.

Writing "has stolen," "have  
stolen" in sentences.

Writing an animal story.

Making a winter booklet.

These lessons offer opportunity to direct the pupils towards wholesome outdoor recreation, to give them sensible suggestions on kindness to animals, on true charity, on health, on appreciating those who work to give us warm clothing for winter time.

### Lesson 1. The Snow Man

This poem-picture study should stimulate a lively exchange of winter experiences. Use the questions in text, and others, to lead the pupils to talk of their fun. By guiding questions, help them to tell clearly their stories, and tactfully correct some of their little errors

of speech. If they say, *wuz*, *I seen*, or make other little slips, repeat the correct form. Be careful, however, not to disturb their thought in making these corrections.

**Seat Work.** Let pupils tell, by drawings or cuttings, some snowtime tale. The following result, from such seat work, suggests what may be expected.



### Lesson 2. Finding Winter Words

This should be begun as a coöperative exercise. The class, under the lead of the teacher, may first talk of the words expressive of winter days. Some of the sentences in the exercise should be completed.

**Seat Work.** The pupils may then be left to find the other words to fill the various blanks.

### Lesson 3. The Snowball Game

Play the Snowball game as suggested.

**Seat Work.** The pupils may make sentences using *threw*, *grew*, *knew*, *blew*, *drew*; as, I threw a snowball at Ned. He grew angry. I knew it would snow. The wind blew hard. I drew my sled up the hill.

### Lesson 4. Snow Stories

A real composition with a kodak picture of a real snow house made by a third grade pupil is offered here to stimulate the pupils. After reading the story and talking about the picture, given with this lesson, the pupils will be ready to compose like stories of their own during the **Seat Work** period. These should be corrected and made into a little illustrated booklet of winter stories. The following is an uncorrected story which came from a third-grade pupil during such an exercise:

#### HUMPTY DUMPTY, THE SNOW MAN

I made a snowman. He looked like Humpty Dumpty, so I called him that. I made a wall of snow and sat him on the wall. He fell down, and could not put him together again. That was Humpty Dumpty adventurs.

The spirit of this little story is excellent. It needs only a few mechanical corrections to make it a perfect little story of its kind. Some spelling errors are in it. The pupil needs help in ending his sentences and in using *sat* correctly.

Other papers will similarly reveal the need for definite help. A little lesson or two on the period and on spelling, may well follow this written expression work. Make the spelling lesson of words found misspelled in the papers; as, *together, adventures*. Also use other words they may need in writing of their snow fun.

### Lesson 5. Stories of Eskimos

Here is a chance to blend the geography and language lessons to the advantage of both subjects. The **Seat Work** is definitely given in the text.

### Lesson 6. Mother Hubbard's Geese

Training on the forms "I" and "have stolen," also in enunciating **can**, **get**, **catch**, is here given in a lively language game.

### Lesson 7. Winter Night

The beautiful wintry home pictures of little animals and of baby should be enjoyed first through reading and talking about the poem. But the follow-up questions wherein the pupils are led to give their own pictures and experiences reveal the main end of the lesson.

**Seat Work.** Follow the suggestions in the book. Another little booklet of nature stories may be created, if time permits. The stories may tell for example, How the birds keep warm in winter, Where the squirrels hide from the cold, and How the mice keep from freezing.

### Lesson 8. How People Keep Warm

This lesson blends with geography. It may be expanded into several exercises, if desired, since it reaches into many fields. Interesting talks from the pupils own experiences in travel and in watching how clothing is made, may be given. Little illustrated sketches are also possible. Opportunity is here given to do some Junior Red Cross work in helping the poor people keep warm.

### Lesson 9. Review Tongue-Training Drills

Exercises suited to the pupils' language needs for drills on type trouble-makers, as, **seen**, **done**, **may**, **have**, **sat**,

ate, took, isn't, also, just, can, get, catch, forget, singing, ringing, and others may be given. For example:

What birds have you seen this winter?

I saw a sparrow. I saw a crow. I saw a chickadee.

When did you do your language work?

I did mine this morning. I did mine last night.

## GENERAL STUDY SEVEN—THE FIRESIDE STORY HOUR

This study divides into three main parts: 1. **Fairy Tales and Legends**; 2. **Valentine Fun**; and 3. **Stories for Little Americans**.

The central aim is to give the pupils opportunity to share in the telling and in the playing of choice stories. Wholesome recreation and a spirit of patriotism should result from the work. Language and literature and history may be well blended here.

### PART ONE. FAIRY TALES AND LEGENDS

Two weeks of interesting work, or more can be worked out in connection with the following program:

#### For the Recitation

Telling old time tales.

Telling and playing fables.

Playing a fairy story.

Creating a fairy play.

#### For Seat Work

Reading fairy stories.

Writing a fable.

Writing about the months.

Making a "Puppet Theater."

Each of the foregoing exercises may well be expanded into two or more lessons by following the suggestions given.

**Lesson 1. The Story Hour**

Let this begin by having each child recall and retell some choice old story he has heard or read; as, Cinderella, Tom Thumb, and others suggested.

The story might be told by one pupil. It is better, however, to have one pupil begin and to have each of the class follow up the tale till it is completed. Such work brings into action all of the pupils. Two or three stories may perhaps be retold in this way by the class during the recitation.

**Seat Work.** Let the pupils under tactful guidance read other good stories from supplemental library books or from a story-book which they have been asked, in preparation for this hour, to bring from home. If desired they may exchange their home books during this work.

**Lesson 2. A Play Story Hour**

During this exercise some of the stories that lend themselves best to dramatizing may be played, as, "The Bremen Town Musicians." The class may be divided, if large enough, into several groups, each group playing some story.

**Seat Work.** In preparation for the next lesson, let the pupils each read and prepare to tell one of the fables suggested under Exercise 48.

**Lesson 3. Telling Fables**

This recitation should be given to individual story telling. Since the fable is usually short, each pupil

may give one of these stories in full. If the class is large, two or even three periods may be taken for the work.

**Seat Work.** Use the vocabulary-building and punctuation exercises in Exercise 48. Only one of the fables there given to copy and complete should be done during a study period. Even this, with some third grade pupils may prove too much. If so, reduce the exercise. Enough work is here given for two or three periods.

The idea is first, to find the fitting words; second, to study quotation marks and exclamation points. The study of these marks should end with copying and understanding them for reading purposes only.

#### Lesson 4. Fairy Tales to Play

The first of these tales, "The Twelve Months," is given as a story. Let the pupils read the story, then play it informally.

**Seat Work.** The pupils may, as suggested, write sentences about the various months. Or they may write of the different seasons, or draw pictures illustrating each month or season.

The second exercise, "The Fairy Wand," is a carefully graded exercise in creating a play. The beginning of the play should be read, then following the outline, the pupils may finish the little drama orally and play it first for themselves; then, if desired, for some other grade.

**Seat Work.** During the creating and practicing of the play, the pupils may make little theaters, or "puppet theaters," as they are sometimes called. The materials

for these may be readily provided by each pupil himself—small wood or cardboard boxes, a piece of white cloth, or paper and cord for the curtain, and cardboard for the scenery and the actors. The art work may be done with colored crayons.



The creating of these little play houses and the staging of some fairy tale or other story play makes delightful seat work, to fill several days.

A charming program consisting of stories, songs, and plays suggestive of fairy and fable and legend land, should grow out of these interesting exercises.

#### **Lesson 5. Fairy Wand Games**

Following the suggestions in the text drill on the troublesome forms, **taken**, **saw**, **have seen**, **lying**, and **were**, by playing the live language games there given.

Review games on other forms, **gave**, **sat**, **have**, **am not**, and **isn't**, may also be given here. See the games previously given on these forms.

**Seat Work.** A little fairy story in which some of these trouble-makers are rightly used may be given. For example the following exercise can be copied on the board:

One day a little fairy left her wand —— on the grass. A mischievous elf —— it. He —— it and —— away.

"Oh, who has —— my wand?" cried the fairy.

"Have you —— it, butterfly?" she asked.

"Yes," said the butterfly, "I —— a brownie take it and —— away."

Let the pupils complete the little story in their own way, using **saw, seen, have, gave, lying, took, ran, taken, run.**

#### PART TWO. VALENTINE FUN

A briefer study, planned to provide **a week** of work, is given here as follows:

##### For the Recitation

Talking about St. Valentine  
and Valentine day fun.

Writing valentine verse.

A postman game.

Writing valentine letters.

##### For Seat Work

Making valentines.

Completing the letters.

The purpose of the foregoing work is to lead the children to celebrate Valentine day in the proper spirit of friendship and wholesome play.

The program is flexible; it may be readily increased according to the time that can be given to the work.

The live language game, aimed at overcoming the "have got" habit, may be supplemented with other games. Develop the postoffice idea. To play the post-

office game, let a pupil be chosen to act as postmaster. Other pupils in turn may ask: "Have you a letter for (naming themselves)?" The postmaster answers, "No, I have nothing for you." Or "Yes, I have a letter," and hands it to the inquirer. Tongue-training exercises on other type trouble-makers may be given, also, if time permits.

In letter writing, the pupils should be given finger practice on the letter forms on the use of capitals to begin names and sentences, and on the use of periods. Let them write the forms for various letters on the blackboard or on paper, thus:

Creston, Iowa, Feb. 14, 1921.

Dear Grandma,

---

---

---

Lovingly yours,

MARY.

#### PART THREE. STORIES FOR LITTLE AMERICANS

Another brief study, planned to provide a week's work, is here offered. The purpose of this work is to cultivate the spirit of right-minded patriotism in the pupils.

**Lesson 1. Hetty Marvin**

In this true story of an honest little patriot is a real lesson in true Americanism. Let the pupils read the story.

Using the questions following the story and other suggestions, lead the pupils to express themselves. Afterwards they may play the story in an informal way.

**Seat Work.** A study of other stories suggested in the text may be taken in preparation for the following day's story hour recitation.

**Lesson 2. An American Story Hour**

The pupils here may tell or perhaps play some of the stories they have heard or read. "Hetty Marvin" makes a charming little play.

**Seat Work.** Fill the blanks in the story given of Washington and the Corporal.

**Lesson 3. Washington and the Corporal**

Let the pupils read the completed story.

**Seat Work.** Each pupil may write one or more sentences expressive of his thoughts about our country. Such questions as the following may be given them: In what way can little boys and girls show that they are true Americans?

Let each pupil draw a flag or other patriotic emblem to illustrate his own sentiment.

**A PATRIOTIC PROGRAM**

Growing out of the language, reading, and music lessons should come interesting programs to be given

before pupils from other classes, or before their parents or the patrons. The following is a suggestive outline for such a program:

1. Opening song—"The Star-Spangled Banner."
2. Sketch of life of Lincoln or Washington.
3. Song composed by class to tune of "Yankee Doodle" or other popular air.
4. Sentiments of little Americans.
5. Play—"Hetty Marvin" or other patriotic story.
6. Song—"America" or other national air.

### GENERAL STUDY EIGHT—SPRINGTIME STORIES

Springtime comes with a call for the great out-of-doors. The longing for nature—the hills, the meadows, the woods, the birds, the flowers,—finds expression even before winter ends, in a spirit of schoolroom restlessness. This longing may be satisfied, in part at least, by lessons and activities in the school that express the spirit of spring.

The following program, which correlates nature and language work closely in a series of exercises provides interesting work for three or four weeks:

#### For the Recitation

Reading the story of Persephone.  
Retelling and talking about the story.  
Planning to play the story.  
Playing the story.

#### For Seat Work

Making a Persephone booklet including:  
Return of Persephone.  
Flowers of spring.  
Birds of spring.  
Animals of spring.

Telling about plants.	Writing stories of plants.
Spring guessing game.	Writing sentences using "I."
Make-believe bird stories.	Bird-cage spelling game.
The growing story.	Writing a bird story.
Word-finding game.	Learning a bird poem.
Answering bird questions.	Writing questions.
Barnyard birds.	Completing a bird rhyme.
Review drills on troublesome word forms.	
Finger practice in using capitals and periods.	

The central purpose of the foregoing lessons is to cultivate an intelligent appreciation of nature, and to lead the pupils to grow plants and to love and to help protect our bird friends.

### Lesson 1. The Story of Persephone

This story may first be read by the teacher or by the teacher and pupils together for the enjoyment of the story. Following this the class may be led by questioning to talk freely about the poem. Its significance should be made clear, the difficult expressions understood, and the names pronounced. For guidance see the glossary and questions following the story.

**Seat Work.** A Persephone booklet may be begun. This may take any of several forms. Each pupil will desire to make a cover design with a picture suggestive of the spirit of spring. The booklet itself may be given to spring flowers, or spring birds, or animals of spring-time, the squirrel, the rabbit, and others, or it may include all these.

Flowers may be pressed and stitched on to leaves, their names learned or written. Sentences telling about

them may also be written, or little verses composed. The following is suggestive of this type of work:



The pansy always has a happy smile. I love its cheery face and its gay colors.

Pictures of birds or animals may be drawn or clipped from magazines and pasted in the booklet with little stories or verses about them. Several study periods will be necessary to complete the work.

Meanwhile during the recitations the pupils may go on with talks about the coming of spring. Spend one or more lessons on the birds, one or more on the flowers, and others on the insects and animals of springtime. Plan also to play the story of Persephone, following the definite suggestions given in the book. Present the play that is created before other pupils and patrons. About ten recitations and study periods may well be filled with all of the work suggested in this general lesson on Persephone.

### Lesson 2. Stories of Plants

Here is a practical study in which the **Home Garden Cause** may be helped along and good language work may result:

1. Have an oral lesson in which the pupils are led to talk about plants they know best.

2. Let each write a story in the first person about some plant.
3. Have a plant guessing game as directed.
4. For **Seat Work** let the pupils write sentences about plants using the pronoun "I." For example: I grow about six inches tall. I have something good to eat on me. What plant am I? Watch for the right use of capitals, periods, and question marks.

### Lesson 3. A Springtime Party

Read the sketch of the party, and the story of the robin. Lead the children to talk about bird experiences.

**Seat Work.** Let each pupil draw a slip containing the name of a bird. Begin, in writing, a story of the bird and prepare to go on with the bird story. The vocabulary exercise given under Exercise 64 may be completed.

Have a coöperative story of some bird in which each pupil in turn adds a sentence or paragraph to the growing story.

### Lesson 4. A Poem Study

This "Bluebird Song" should be first enjoyed by having the pupils study and read it. The **language purpose**, however, should be kept foremost. Using the questions and suggestions in the text let the pupils be led to talk about the pictures the poem brings and to tell of their flower experiences.

This, or some other bird poem; as, "The Brown Thrush," or "Rollicking Robin," may be memorized and recited. Here again language and literature are blended with nature.

**Lesson 5. My Favorite Bird**

A question and answer study is given here. The pupil answering the questions rightly will create a little composition.

Watch that the capitals and periods are properly used.

**Seat Work.** Let the pupils write several questions about birds; as, Where have you ever found a bird's nest?

**Lesson 6. Barnyard Birds**

Here is a practical lesson on poultry. Where the pupils have had no experiences like those called for by the questions, they may be led to talk about other birds, canaries, parrots, and other pets. Kindness in care of such birds should be cultivated.

**Seat Work.** Use the drill given in the text on the proper use of **were**. This exercise should be followed with other drills to fix the use of this troublesome form. Questions and answers may be written; as, I saw a flock of birds yesterday. What do you think they were doing?

Were they flying? No, they were not flying.

Were they eating? No, they were not eating.

Were they chirping? No, they were not chirping.

What were they doing? They were chasing a hawk.

**For Review.** Let the pupils play various spring games about animals, birds, flowers, trees, and insects. Guessing games, "What animal am I?" or "What flower have I?" "What bird is it?" "What insect did you see?" —and others wherein the proper use of **am not, have,**

**isn't**, **saw** and other troublesome forms is required, are easy to create and play.

The drill just suggested gives practice not only on **were**, but on words like **singing**, **flying**, **chirping**. Similar drills bringing in the words **catch**, **get**, **can**, **just**, should also be given.

## GENERAL STUDY NINE—PLAYS AND PLAYMATES

### PART ONE. SPRING SPORTS

Good fun, good health, and good language work should result from this inviting study. The pupils' natural expression about their plays and games may be turned to the cultivation of a spirit of fair play and wholesome recreation. In the following flexible program may be found opportunity to make a series of rich lessons to fill **three weeks** or more with worth-while work:

#### For the Recitation

Playtime poems and songs.  
Describing spring games.  
Telling of play experiences.  
A playtime story.  
Studying action words.  
Hide-and-Seek poem.  
Playing language games.  
Finding words for story.  
Enjoying playtime booklets.  
Review tongue and finger training.

#### For Seat Work

Making playtime booklets.  
During study periods each pupil may create a playtime booklet containing:  
Various games described.  
Stories of playtime by pupils.  
Pictures of plays and playmates (clipping "kodak shots," drawings).  
A joke page or more.  
Poems and songs of play.  
Cartoons.

In making the booklet suggested, let the work be carried forward systematically. Each kind of work suggested should be given its time and place, but let the pupils also be encouraged in making original, clever booklets.

The booklets may be enjoyed in class while they are being prepared, a recitation or more being given to them. Afterwards the booklets may be used for exhibition, then returned to their makers.

### Lesson I. The Swing

This little poem by Stevenson offers a good stimulus for self-expression. Let it be read not in a "sing song," but as a "swing song." Then, following the lead of the questions, let the pupils talk freely of their swing fun and of other sports.

Following this exercise, other play poems from Stevenson, Riley, Field, and other writers for children may be enjoyed and talked about. The following poems from the authors named lend themselves to this work: "The Wind," Stevenson; "At Aunty's House," Riley; "The Delectable Ballad of the Waller Lot," Field.

Two or three recitations wherein reading and language are blended, may be given to this work. A song and poem recital on playtime may result.

**Seat Work.** Follow the suggestions offered in the general outline on Making a Playtime Booklet. This booklet may contain:

1. Cuttings or drawings suggesting various plays; as, Swinging, Jumping the Rope, Playing Hide-and-Seek.

2. A little original story about some playtime incident, as, Building a Playhouse; Indian Fun; Playing Show; Learning to Take Care.
3. Jokes for playtime. Cartoons of the clean and clever sort may also be used.

Each page within the book should deal with something interesting about spring sports. Pupils can probably prepare one page each day during the time given to this study.

### **Lesson 2. A Game of Pomp**

The story given here should be enjoyed first, then the pupils should be led to tell of their playtime experiences suggested by the "Pomp Story." **Seat Work on the Booklet** should be given.

### **Lesson 3. A Study of Action Words**

Expand the suggestion at the bottom of page 132, (text), and the seat work exercise, page 133 (text), into a lively lesson on action words. This may be made dramatic by having each pupil perform some action, while the others find words to describe it. The spelling of the words may make another lesson.

### **Lesson 4. One, Two, Three**

Here language and literature again are blended. Read the poem, and following the lead of the questions, talk about the pictures it suggests.

**Seat Work.** Let pupils continue making the play-time booklet.

### Lesson 5. Playing Language Games

Two recitation periods or more may be given to training the pupils' tongues properly to use **am not** and **are not**.

Writing of sentences to fix these forms will prove helpful. Watch here the use of capitals and periods also.

### Lesson 6. A Vocabulary Exercise

The story "Where Jack Hid," should first be completed. Perhaps now every pupil can work out the story in full. When the story is completed, let it be read.

A follow-up exercise may be the writing of original playtime stories by the pupils for their booklets.

### Lesson 7. Enjoying the Booklets

One or two recitations may be given to hearing the results of the various pupils' work.

### Lesson 8. Review Drills for Tongue Training

Drills for right resonance on such words as, **running**, **skipping**, **playing**, **dancing**, **swinging**.

Drills for flexible jaw on **just**, **can**, **get**, **catch**, and other like words.

Drills on **have**, **am not**, **isn't**, **taken**, **thrown**, **eaten**, and other trouble-makers.

Drills on the use of the period and the question mark to close sentences, and on capitals to begin sentences, on names, and on writing the pronoun **I**.

In drilling let each pupil make sentences and read aloud; as,

I can catch a rabbit.

I can catch a squirrel.

I can catch a mouse.

Or, divide the class and let each of the pupils on one side ask questions, the other side in turn answer; as,

Have you a knife? No, I haven't a knife.

Have you seen a circus? Yes, I saw one last summer.

Or, give rapid drills for enunciation by having pupils say quickly and accurately:

**just, can, get, catch.** Work to overcome jaw laziness.

**ringing, swinging, bringing.** Work for right resonance.

#### PART TWO. ANIMAL PLAYMATES

A second study on animals, with emphasis on pets, is offered here. Choice animal story-books in which good stories may be found are also suggested. A blended language, literature and nature study, covering about **three weeks'** work, should result. The lessons may be turned to practical account by bringing out the care and value of our animal friends.

##### Lesson 1. Animals at Play

The little story of "Lambs at Play" is intended to stimulate the pupils to tell of their observation and experiences in watching animals. Read the story. Ask the questions following it and use other suggestions. A lively oral lesson should result.

**Seat Work.** Each pupil may write a little story of his own, telling of the play of some pet or other animal he has watched.

### Lesson 2. Animal Actions

A vocabulary lesson on action words is given here. To this, for **Seat Work**, may be added a spelling game using the list of words given.

Request the pupils to bring to school for the following day pictures of animals. These pictures may be clipped from papers or from magazines, or kodak pictures may be used

### Lesson 3. Picture Talks

Using the pictures found in the language or in other texts, with those brought in by the pupils, have the children give picture talks, each telling what the picture suggests to him.

Plan also to make an animal picture and story-book.

**Seat Work.** Begin the creating of the **Animal Picture and Story-Book**. This may be done in various way. Each pupil may choose one animal, as the **dog**, the **cat**, the **squirrel**, the **colt**, the **rabbit**, the **raccoon**, the **donkey**, the **calf**, or any other animal he may know well, and make a story book about the animal; or he may take several different animals.

Several study periods will be required to make the book. It should be worked out one page at a time. Each page should contain a sketch or story a paragraph in length telling about the animal. These various sketches illustrated, will make the book. A cover with appropriate design should be used.

Lessons 4, 5, and 6, may be made into story hours in which choice animal tales are read or told.

For Lessons 7, 8, 9, and 10, let the pupils play again the Noah's Ark and Zoo Games found at the beginning of the book. Other language games, like The Fairy Wand may also be played.

Review drills should also be given on words like **jumping, kicking, running, galloping**, also **catch, can, get, just**.

For practice in the use of capitals and periods, use the exercise suggested on page 144, **writing sentences about animals**.

Let pupils make a little story of several sentences about some animal; as,

#### PUSSY

My name is Snowball. I have soft, white fur. I have such bright eyes I can see in the dark. Sometimes I spy a little mouse stealing food. Then I creep up and jump. The mouse wishes he had not stolen the food.

**As a Final Exercise** have a story-telling hour, perhaps for another class, in which the little booklets are used. Let the stories given be the ones created by the children.

#### PART THREE. WATER SPORTS

The streams, the ponds, the seashore now begin to call; vacation days are near. The children will be ready to recall pleasures they have had or pleasures they anticipate. Language lessons that blend with nature and with geography may be created in rich variety. The following program of lessons and reviews may be extended up to the closing days of school.

### Lesson 1. Water Fun

Following the lead of the questions given in the text make this an oral exercise in which the pupils share their little stories of fun with water.

**Seat Work.** Writing answers to the questions given and asking other questions for practice in using question marks make a good exercise.

### Lesson 2. A True Fish Story

After the pupils have talked about the little boy with his fish and given some of their own fish stories, they may complete the story.

### Lesson 3. A Fishing Game

Two interesting games are given here. Let one recitation be given to each.

**Seat Work.** First, make a fishing pond. Let the pupils have all the fish in their ponds whose names they can spell.

Second, follow the suggestions under **Seat Work**, page 151 (text), with reference to making sentences about fish. Watch that capitals and periods are used correctly.

### Lesson 4. Vacation Fun

Make this an anticipation lesson in which the pupils are permitted to tell of the fun they hope to have during the vacation.

**Seat Work.** Writing a little story about vacation may be followed as suggested in the book.

**Lesson 5. The Music of Nature**

This blended language-literature lesson should be enjoyed just before the closing day of the course.

The time that may be left between Lesson 4, just sketched, and the closing lesson can well be used in review.

**REVIEW EXERCISES****Correct-Usage Games and Drills**

on

**Twelve Trouble-makers**

1. Have.	7. Did and done.
2. Am not, isn't, aren't.	8. Sit and sat.
3. Doesn't.	9. Ate and eaten.
4. Was and were.	10. Took and taken.
5. Saw and seen.	11. Threw and thrown.
6. Can and may.	12. In and into.

Use the language games suggested in the text. Create others. Have questions and answers. Use the blackboard frequently, having the pupils write the correct forms in sentences.

**Enunciation Exercise**

1. Singing, running, jumping, swinging—for right resonance.
2. Just, can, get, catch—to overcome jaw laziness.

**Training the Fingers**

1. The use of capitals to begin sentences and names. Write the names of members of the class. Make a sentence about each.

2. The use of the period and the question mark in closing sentences. Let one part of the class write questions on the board. Others may write answers.
3. Writing a real vacation-time letter to some cousin, aunt, uncle, grandparent, brother, sister, or friend. Make this a real exercise. Several study periods may be given to the work. Each pupil may write several letters and mail them if he desires to do so.

## **FOURTH GRADE LANGUAGE**

### **LIVE LANGUAGE LESSONS—BOOK ONE, PART TWO**

#### **GENERAL OUTLINE**

Two closely blended main lines of work are planned for this grade:

##### **I. Expression Studies II. Skill-Cultivating Exercises**

A series of general studies, grouped as follows, are provided:

###### **1. Fun in the Country**

Talks about country fun.	Finding farm words.
Writing stories of country fun.	Sentence studies.
Author pictures of farm.	Tongue-training drills.

###### **2. Autumn Gifts**

Talks about harvest time.	Finding autumn words.
Writing about autumn gifts.	Tongue-training drills.
Nature study stories.	Punctuation practice.

###### **3. Hallowe'en**

Talks about Hallowe'en.	Word-changing game.
Making Hallowe'en rhymes.	Tongue-training drills
Creating Hallowe'en play.	Reviews.

###### **4. Home Helpers**

Talks about cooking.	Tongue-training drills.
Home-helper rhymes.	Enunciation practice.
Stories of pioneer homes.	Reviews.

**5. Christmastide**

Christmas stories.	Learning letter forms.
Christmas cards and letters.	Using capitals properly.
Making a calendar.	Writing abbreviations.

**6. Snow Sports**

Telling of wintry fun.	Finding winter words.
Writing winter stories.	Writing quotations.
Winter stories and poems.	Learning contractions.

**7. Around the Fireside**

Enjoying poems.	Tongue-training games.
Telling of fireside fun.	Finger practice in punctuation and using capitals.
Playing fireside games.	

**8. Little Folk of Other Lands**

Talking of foreign children.	Tongue-training reviews.
Writing of foreign children.	Other trouble-makers.
Creating play on America.	Punctuation practice.

**9. Spring Songs and Stories**

Enjoying spring songs.	Finding springtime words.
Stories of springtime.	Making springtime play.

**10. General Review**

Language "matches."	Tongue-training drills.
	Practice in punctuating.

**11. Maytime**

Talks on Maytime topics.	Writing Mothers' Day letters.
Creating flower poems and a flower play.	

**Points for General Guidance**

The foregoing plan covers a full year's work. About three weeks should be given, in the season thereof, to

each general study. In schools where pupils are promoted at mid-year, the work should begin with "Snow Sports," or "Around the Fireside."

Where necessary, as in shorter term schools, to cut down the work, the following exercises may best be omitted: 22, 23, 34, 44, 50, 55, 61, 69, 70, 80, 81, 91, 94, and 108.

### Formal Exercises for the Fourth Grade

In the following tables are found the troublesome forms on which lessons and drills are given systematically throughout the Fourth Grade. Other trouble-makers may be dealt with, as occasion demands, but these should receive special attention:

#### I. Correct-Usage Tables

##### Table 1. Number Forms—is, are; was, were; has, have.

Drill especially on such troublesome combinations as:

We were home.	Have the men gone?
The boys are coming.	You were out.
The girls are there.	Have the birds been killed?
Were the boys home?	Have the clouds gone?
Are the children playing?	Have the women come?
Are the stores open?	Were the girls home?

##### Table 2. Principal Parts—Group One; throw, blow, know, grow, draw, fly, and their forms.

Drill particularly on the past tense and the past participle in such combinations as:

He threw the ball.	He has thrown it over the fence.
The wind blew hard.	It has blown down many trees.
I knew the boy.	I have known him several years.
Hasn't he grown tall?	He grew rapidly last year.
She drew a picture.	She has drawn many.
The birds flew into the barn.	Most birds have flown South.

**Table 3. Principal Parts—Group Two; ring, sing, begin, spring, run, swim, with their parts.**

Special attention should be paid to the past tense and past participle in such sentences as:

Has the bell rung?	It rang at nine.
Has the class sung?	She sang the opening song.
I began my work before noon.	Have you begun yours?
The deer sprang up.	

**Table 4. Principal Parts—Group Three; see, do, go, come.**

These four verbs give much trouble. Drills should be aimed especially at overcoming the misuse of **seen**, **done**, **come** and **went** in such sentences as:

I saw three robins.	Has the boy gone home?
He saw the circus.	He came yesterday.
He did his work.	They came to-day.
He did the lesson well.	

**Table 5. Contractions; doesn't, isn't, aren't, hasn't, haven't, am not.**

The drills here should be aimed at overcoming **aint**, **haint**, **taint**, **It don't**, and other like habits.

Use here questions and other sentences as:

Doesn't he go to school?	Hasn't he gone yet?
Isn't the bluebird dainty?	Haven't you seen them?
Aren't you ready?	I am not going.

Guessing games are especially valuable in giving motivated drills on these forms.

## II. Enunciation Exercises

### 1. To overcome "jaw laziness"

just	get	for	or	and
can	catch	from	nor	was

### 2. To overcome "tongue tightness"

three	there	this	these	them
throw	thing	that	those	think

### 3. To overcome "faulty resonance"

singing	swinging	talking	reading
bringing	ringing	walking	writing

### 4. To overcome "lip laziness"

white	whip	where	whistle
when	which	when	what

### 5. To overcome the "hurry habit"

give me	did you	see them
let me	could you	let them

The foregoing exercises may readily be increased. Such drills as they offer may be correlated with phonics and reading, also with music. Work for right habits in using the vocal organs.

### III. Punctuation and Capitalization

Pupils in the fourth grade have need to use few punctuation marks and few capital letters. They can write but little, and their sentences are usually very simple in construction.

A reading knowledge of punctuation marks will naturally precede the ability to use the marks in composition.

The following is a summary of the rules reviewed and new rules introduced in the fourth grade:

#### Rules for Punctuation

Closing the sentence with a period.

Use of the question mark.

Period following abbreviations.

Comma in series.

Comma, direct address.

Apostrophe in contractions.

#### Rules for Capitalization

Beginning of sentences.

Pronoun I.

Own name, names of others.

Beginning lines of verse.

Days and months.

Persons and places.

Initial letters.

Pupils of this grade are also introduced to quotation marks. They should not be held too severely, however, to the use of these marks especially in complicated sentences.

Simple letter forms also are given to follow up the work introduced in the third grade.

### GENERAL STUDY ONE—FUN IN THE COUNTRY

For pupils both in country and in city, this study has a gripping interest. Every normal child likes fun in the

country, and all are ready to share the stories of their lively experiences on the farm or in the great out-of-doors. Several worth-while results come from such a sharing of stories:

1. Good language practice.
2. The stimulating of interest in wholesome recreation.
3. An opportunity for practical nature study.

The program provided is intended to cover about three weeks' work.

The tongue-training drills in enunciation and correct usage are focused on certain troublesome types, beginning with **is, are; was, were; has, have**.

Reinforcing the lessons which explain the proper use of these forms, are "drill tables" to cultivate the habit of using these forms correctly.

### **Lesson 1. Talking about Country Fun**

Several oral recitations may be given under this topic. After the opening sketch has been read by the pupils, they may be led to tell of their experiences during vacation. Following the lead of the stories they may relate, the lesson may be varied to suit the interests of children as follows: Fun with animals, Fishing stories, Camping, Taking trips, Playing in the parks or woods, Along the seashore, Fun on the farm.

**Seat Work. Vacation-time booklets.** In this work the pupils should be encouraged to exercise originality. The booklet may be filled with little stories, snap shots, pictures clipped from magazines, postcard pictures, little poems, original or others. Several study periods may well be filled with this interesting work.

### Lesson 2. Word Study

In this vocabulary-building lesson, the pupils are given a beginning study in word appreciation. The study may be extended readily by having them make lists of words suggestive of the spirit of play; as, romping, skipping, chasing.

**Seat Work.** Use the vocabulary exercise, "Finding Picturesque Words."

### Lesson 3. Finding the Author's Words

Language and literature are blended here in a word-study game. When the sketches are completed, have them read.

**Seat Work.** The pupils may find other brief farm pictures in verse and prose and copy them in their vacation booklets.

### Lesson 4. Sentence Studies

In this exercise, the beginnings of sentence study are made. Extend the lesson by having the pupils find other statements, questions, and exclamatory sentences in other parts of the book. Several of each type of sentence may be copied. Have them watch for periods, question marks, and exclamation marks.

**Seat Work.** Use the exercise on page 164 (text). Other exercises of a similar nature may be given for additional drill.

### Lesson 5. Words often Mispronounced

Overcoming careless, slovenly habits in enunciation and pronunciation is an important language duty. It will

be achieved not by drills alone but by creating the proper pride in pupils for clear, clean speech.

Other words than those offered in this exercise may be added for the correction of other common errors in pronunciation.

**Seat Work.** Let each pupil try to find ten or twenty other words commonly mispronounced.

#### Lesson 6. Word Forms to Master: Correct Usage

Grouped here for study are the forms **is, are; was, were; has, have**. Several clear illustrative exercises are given. Following these, drill sentences are given to drive home the rules.

The unfailing application of these rules will be assured, however, only by continued well directed practice on this **first Correct-Usage Table** page 69. Review exercises on this table are frequently given.

Occasionally, as often as need requires, the drill on these troublesome forms should be repeated. In such drills, attention should always be directed towards the trouble spots. The training should be mainly on **are, were** and **have**, since these forms are neglected. For example, have sentences like the following given aloud clearly:

We are going.  
You are going.  
Are you going?  
The boys are coming.  
The men are coming.  
The girl is sweeping.

We were there.  
The men were home.  
The boys were home.  
Have the men come?  
Have the boys gone?  
Have the girls come?

Were you there?	Have the children gone?
Were they there?	Have the boys seen him?
You were there.	Have the men left?

By means of frequent drills on tables such as these, the habit of hearing rightly and of speaking correctly may gradually be fixed.

**Seat Work.** Make sentences, using correctly the various forms just given. Blank-filling exercises, and other drills in correct usage may be given; as,

Where \_\_\_\_\_ you going?    What \_\_\_\_\_ you doing?  
When \_\_\_\_\_ they com-    Who \_\_\_\_\_ there?  
ing home?

## GENERAL STUDY TWO—AUTUMN GIFTS

Language work and nature study, from a practical viewpoint, are here blended. The main purpose is to give pupils a training both in expression and in appreciation. A series of lessons, directing the work of **three or four weeks**, is offered in the following program:

### Lesson 1. The Spirit of Autumn

This study, as worked out in full, with the little play that resulted from the work follows:

First there was the discovery lesson, in which the pupils were led to tell of the season they liked best, and why. They talked of how these different seasons might be represented; and finally, the discussion being turned to autumn, as suggested in the text, the class was tactfully led to picture this season as a Jolly King ready for his feast.

The pupils were next stimulated to tell of the different gifts that might be brought to the king, and each told which of all the gifts he liked the best and why.

The suggestion was next brought out that a play representing "King Autumn's Feast" be created. It met with enthusiastic approval. The class selected those who were to represent King Autumn and Jack Frost. Each of the rest of the pupils was then permitted to select his own part. This closed the opening lesson.

The second exercise was a development lesson. During this the pupils were given an encouraging opportunity, each freely to work out his part. The pupils preferred to write out their own little descriptions of the various flowers, grains, vegetables, and fruits they had chosen to represent.

The third lesson was another development lesson devoted to perfecting the parts. The little play was rehearsed, each pupil giving orally or reading his part. Suggestions for improvement were invited and given by the class; and the pupils, helped by these constructive criticisms, went to work to better their little compositions. These were finally written by each of the pupils on uniform sized paper, and appropriate art decorations were made also by each pupil to illustrate his part. These, gathered into a little booklet with an art cover made by the pupils, made up the little play.

The final lesson was the presenting of this play before the patrons and pupils of other classes during an autumn program. Following is the play in full as it came from the pupils themselves:

## KING AUTUMN'S FEAST

*King Autumn:* Jack Frost, come tell the flowers, fruits, and vegetables that King Autumn is giving a great feast.

Good flowers, fruits, and vegetables, I am giving this great feast in order to bring my old friends together for the last time this year.

Good friends, what gifts do you bring me?

*Jack Frost:* Your Majesty, I am *Jack Frost*. Probably you have heard of me before. Children say that they do not like me because I nip their toes and pinch their noses. But I make their eyes sparkle and their cheeks glow. They do not know that I work nights with my magic in bringing out the autumn glory. When I kiss the apples, they blush rosy red. I change the robes of the trees from green to red, yellow, and scarlet. I put the diamonds in the snow banks. In winter, I paint castles on the windows for boys and girls. After my work is done, I cover the earth with a soft white blanket. (*Turning to his friends, he continues.*)

Come, come, good flowers, fruits, and vegetables, the King is giving a great feast!

*Sunflower:* Greeting to thee, O King of Autumn! Thy call has brought me here. Though I spring from the earth a simple sunflower I bring sunlight and glory to thy Festival.

*Chrysanthemum:* Your Majesty, I am a yellow Chrysanthemum grown for your pleasure. I come to bring greeting, O King! I am one of the last flowers in the garden, and you must enjoy me, for it will be long before spring.

*Dahlias:* Your Majesty, I am a big beautiful bunch of Dahlias. I make every one happy. I bloom here and there. Almost everywhere you will see my richest colors of red, yellow, white, and purple. I am sometimes plucked to be put into vases to make some sick person happy, or even to make a home beautiful. Here I stand, O King, to do your bidding. Put me in a vase and set me on your table, and I will scatter sunshine all about you.

*Wheat:* Your Majesty, I am Wheat. I am the staff of life. I feed the world. At first I am a little green blade peeping from the ground. Soon I am a swaying field of golden grain. When ripe I am cut and threshed. I am then taken to the mill to be made into flour. I travel all over the world. And here I am, O King, ready to serve you.

*Corn:* Your Majesty, I am a stalk of Corn. I am a staff for you to lean on. I am known all over the world. You can can me. You can roast me. And you can have anything, O King, I am here to serve you.

*Apple:* Your Majesty, I am a Jonathan Apple. I was grown in an orchard. I was ripe a few days ago and the farmer put me in a bin, I had trouble to get here, but now that I am here make good use of me. You can bake me or make me into an apple pie, an apple dumpling, or you can eat me as I am.

*Pumpkin:*

O MIGHTY KING

I'm a great big yellow Pumpkin,  
I'm as good as I can be,  
If you don't believe me  
Bake me in a pie and see.

My home is yonder cornfield.  
Midst the stately, waving corn  
Isn't that a lovely place for  
A pumpkin to be born?

I'm a jolly fellow  
When it comes to Hallowe'en.  
I'm the finest Jack-o'-lantern  
That ever has been seen.

When the night is dark  
I have the mostest fun,  
For all those that see me  
Just throw up their hands and run.

*Cantaloupe:* Your Majesty, I am a delicious Cantaloupe. I am yellow to the rind. You will like me I know, O King! Here I stand ready to please your royal taste. You may have me made into fancy things, or eat me just as I am with salt and pepper. In fact I am good almost any way. Here I stand ready to serve you as you please.

*Watermelon:* Your Majesty, I am a Watermelon. See my beautiful green rind. Is it not beautiful? I have something still more beautiful. Cut me open and see. You will find something most delicious. I know you will like me. Taste me and see. I am so delicious you will want all you can get of me, O King!

*Squash:* Your Majesty, I am a nice ripe Squash, ready to serve you. I guess you like me in many different ways. Maybe in a pie or maybe baked with salt and butter. At first I lay in the field, a brownish gold. Then I was brought in and cleaned and put into the oven. And now here I am before you.

*Potato:* Your Majesty, I am a Potato. I am white on the inside and brown on the outside. You can serve me in many ways. You can French fry me or you can make me into creamed potato.

*Sweet Potato:* Your Majesty, I am a Sweet Potato. You may cook me in several ways. I am best when baked, but I may be boiled or fried. I grow under the ground. I have a great number of eyes. From each eye will come a new plant.

Observe that the exercise was characterized by the following essential elements of a truly democratic language lesson.

1. The general subject connected closely with the pupils' lives.
2. It offered opportunity for every pupil both to give and to gain.
3. The work was constructive and creative.
4. It was given a natural and impelling motive.
5. There was continuity of effort to accomplish a worthy result for the common cause.

### Lesson 2. Sowing the Seeds

Several different lessons are given here, each with the central thought of stimulating observation and expression about mother nature's way of sowing the seeds.

1. Read the **Parable of the Sower**. Lead the pupils to ask such questions as the following: What happens to seeds that fall on stony ground? To those that fall among weeds? To those that fall by the roadside? When do seeds grow best?

When the pupils have answered such questions, perhaps they may be led to tell something of the meaning of the parable.

2. **Autumn Airships.** Pupils here are given a chance to tell of their observations in watching seeds in autumn. Interest in this lesson may be increased greatly by having a collection of seeds that fly; as, the **milkweed seed**, **thistle seed**, **lettuce seed**, **cat-tail seed**, and others. Encourage the pupils to talk freely about these little airships and their travels.

3. **Other Seed Travelers.** This lesson is a natural outgrowth of the preceding one. It should be prepared for by having a collection of seeds made.

**Seat Work.** Following each of the preceding exercises, the class may be allowed to make a seed collection and mount it on cardboard or arrange it properly labeled in cardboard boxes, under such titles as, **Seed Airships, Seed Boats, Seeds that Steal Rides, Seeds that Pay Their Way.**

### Lesson 3. A Tale of a Traveler

Vocabulary work blended with an imaginary story is given here. After filling the blanks with fitting words, the pupils may read the story.

**Seat Work.** Another imaginary story following the titles given in Exercise 21 may be written. When completed, these tales may be read during other recitations.

### Lesson 4. Author Study

Literature is here correlated with language. The little tale of "The Pea Blossom" should first be read, and the pupils, guided by such questions as follow, should be given the opportunity to express themselves.

**Seat Work.** Follow the suggestions in questions four and five, page 179 (text).

### Lesson 5. Autumn Leaves

Two delightful lessons come under this general title. First, a favorite little poem to enjoy; second, a study of autumn-time words. These studies may be blended, the poem being used for the recitation, and the word study for seat work.

**Lesson 6. Correct-Usage Table 2, p. 69**

Several troublesome verbs alike in their principal parts, are here studied. After these are studied and the proper use of the various forms made clear, tongue-training drills on such sentences as those given in the text, and others like them, may be had.

Focus the drill first on **threw, blew, knew, grew, drew,** and **flew**, then on **has thrown, has blown, has known, has grown, has drawn, has flown.**

**Lesson 7. The Comma in Series**

This easiest of the comma rules is given first. Fourth grade children should have little difficulty in understanding the rule. Their fingers, however, will need much practice before they will apply the rule. Have them compose sentences to write on the board; as, *The wind blew down trees, windmills, houses, and barns.*

Let each find one or more such sentences in other lessons in their text or other books.

Have dictation exercises using such sentences.

**Lesson 8. Reviews**

Helpful exercises for punctuation practice and a carefully chosen list of sentences for review drill on Correct-Usage Table 1, p. 69, **is, are, was, were**, are given here. The sentences may be increased by others found or made by the pupils or teacher.

**GENERAL STUDY THREE—HALLOWE'EN**

Opportunity is given first to make a blended study of language and literature; second, to direct pupils towards

celebrating the holiday joyously, yet in a safe and sane way.

About **three weeks'** time may well be spent in working out the program of lessons provided in the text as follows:

### **Lesson 1. Enjoying Hallowe'en Poems and Stories**

A stanza from Whittier's poem, "The Pumpkin," is used to begin this study. Stimulated by the suggestions of pumpkin fun and of "Cinderella," the pupils should be ready to talk freely, to retell the story of Cinderella, and perhaps the stories of other fairy tales suggestive of the spirit of the holiday. Their expression, tactfully guided, will give good oral practice and create the right atmosphere for the studies to follow.

**Seat Work.** Memorize the stanza given, or draw or cut illustrations for the Cinderella story.

### **Lesson 2. Talking about Hallowe'en Fun**

Following the suggestions in the text, lead the pupils freely to talk of their ways of celebrating the holiday, especially to tell of their fun with the Jack-o'-Lantern.

**Seat Work.** The imaginary tale of "The Adventures of Mr. Jack-o'-Pumpkin" should be completed. A little guidance in filling the blanks may be necessary, but pupils here should be allowed freedom within reason.

### **Lesson 3. Enjoying the Stories**

A language-reading lesson may here be made by having the pupils read their little tales. Reading one's own composition makes good language and reading practice.

**Seat Work.** Study the sketch, "How Hallowe'en Came to Be." If possible, find in other books, magazines, and papers further information about this strange holiday. Prepare to talk about it in the succeeding recitation.

#### Lesson 4. Planning a Hallowe'en Program

Following the suggestions in Exercise 32, let the pupils, tactfully guided, be allowed to work out a program for Hallowe'en.

**Seat Work.** Create a Hallowe'en story, as suggested.

#### Lesson 5. Hallowe'en Rhymes

This lively little exercise generally brings rich results. Pupils will find little trouble in completing the rhymes. Some pupils may make clever ones all their own. The following is a result from this exercise:

One moonlit night a wee little elf  
Sat on a toadstool fanning himself.  
Some gay little brownies came tripping along,  
With bright lighted lanterns and gay, merry song.

"Oh look!" said one brownie, "let's go over there,  
And give the wee elf an aw'ful scare."  
So up crept the brownies with lanterns, all bright  
When down jumped the elf and was soon out of sight.

—Will Jex.

**Seat Work.** The finding of rhyming words and the creating of jingles make a charming exercise.

#### Lesson 6. Poem Studies

To the group of poems given, others from the readers may be added. Lead the pupils to talk freely about the poems.

**Seat Work.** Study the beginning of the Hallowe'en Play, and be ready with suggestions for completing it.

### Lessons 7 to 10

These lessons may be devoted to working out, practicing, and presenting the little play. The creating of the play should be done as a class exercise. Pupils should be given opportunity to suggest plans and parts. All should be permitted to take some part in the play even though it be but a small one.

**Seat Work.** During this time the pupils, if it can so be arranged, may work out the staging and costuming of their little play. Committees of the class may be appointed for this purpose.

If this plan is not practicable, they may write out the little play. Good spelling drill, punctuation, capitalization, and sentence building are required in this exercise. Not more than one scene or act should be attempted at a time during one study period.

### Lesson 11. Vocabulary Building

In the exercise, "Words for Hallowe'en," a new kind of word-finding lesson is offered. Let the pupils, during the recitation, take a few of the sentences and work them out as suggested. Lead them to see the effect of the changes.

**Seat Work.** Let each one continue the exercise by finding words for himself.

### Lesson 12. Correct-Usage Table 3, p. 70

A drill on the group of verbs—rang, sang, sprang,

began, drank, sank, and others like them is given here, with the other forms, has rung, has sung, and so on.

The practice should mainly be on the "a" forms, since these are most commonly misused. Let the drill be made snappy and lively. Vary it by having the pupils make sentences of their own, or by having them find and read other sentences in which these trouble-makers are properly used.

**Seat Work.** Fill the blanks given. Compose other sentences using these forms or find other sentences like them.

### Lesson 13. Tongue Training

A drill on type trouble-makers in enunciation is here given. The aim is to help the pupils speak these and other words "trippingly on the tongue," and to sound them properly. Have a happy, lively drill to train the pupils' tongues, jaws, and lips away from lazy habits and to cultivate the habit of throwing the tone forward by practicing words ending in "ing." See suggestions on page 71, Enunciation Exercises.

### Lesson 14. Correct-Usage Table 4, p. 70

Table 4 deals with saw, seen; did, done; came, come; and went, gone. Only saw and seen are given here. The other forms are all given later in this grade. They may be given attention here also if desired. The definite effort to rid the pupils' tongues of "I seen it," "He done it," "He has went," and "He come yesterday" can not be made too soon. For further suggestions see page 99.

**Seat Work.** Compose or find sentences in which these forms are correctly used.

### Lesson 15. Review Drill on Correct Usage

Table 1—is, are; was, were; has, have. See page 69.

## GENERAL STUDY FOUR—HOME HELPERS

Here is a practical study, giving good language training, and turning that training to good account in cultivating a spirit of home helpfulness, thrift habits in the home, and an appreciation of our pioneer homemakers. Opportunity for many such necessary lessons will be found in the following program planned to provide about three weeks of work.

### Lesson 1. Talks about Cooking

This study is approached in the play spirit through a stanza from Riley's poem, "Our Hired Girl." Let the teacher read the stanza or the whole poem expressively. Then, following the questions and suggestions in the sketch about "Learning to Cook," stimulate a good oral lesson.

**Seat Work.** The pupils may have a spelling game by drawing a kitchen or a cupboard and filling it with words naming various foods and utensils needed by the cook.

### Lesson 2. Telling about Play Dinners

This is another oral exercise in which the pupils may share their "play dinner" and "playhouse" fun and at the same time get good language practice. To stimulate such expression ask questions; as, Where have you ever

built a playhouse? Tell how you made it. Tell of some dinner you may have had in it. Who came to visit you? What had you to eat?

**Seat Work.** Follow the suggestions in Exercise 41.

### Lesson 3. Helping Hands

Let the pupils read this poem and talk freely about it.

**Seat Work.** Follow the last suggestion under question 6, Exercise 42. Write three reasons why every child should be a home helper. Let these be read the following day. The best five should be selected by the class to be made into a little motto for the room. The poem should be memorized.

### Lesson 4. Thrift

Here is a **thrift lesson**. The emphasis of the talk may well be turned to money saving and money earning: (1) by home helpfulness; (2) by care of food and clothing; (3) by earning money.

**Seat Work.** Make thrift posters. Choose the best three for the classroom walls.

Work into some art design such sayings as,

A penny saved is a penny earned.

A dime a day keeps want away.

Thrift is a habit: get the habit.

Waste not: want not.

### Lesson 5. Making Home Rhymes

Another exercise in rhyme making, is given for the sake of variety. Some clever little jingles should result. The following is the work of a fourth grade pupil from this exercise.

## HELPING HANDS

When mother goes away  
For about a half a day.  
She leaves me all alone  
To answer the phone.

I do all the work  
And never shirk.  
When the door bell rings  
I take what the mail man brings.

I scrub the floor  
And polish the door  
When mother goes away  
For about a half a day.

—*Harold Cummings.*

**Seat Work** may be the following up of this rhyming exercise.

### Lesson 6. Pioneer Foods and Cooking

This study opens a wealth of beautiful work. Every pupil will have parents, grandparents, or other friends who can tell first-hand stories of these pioneer times. The stories thus gathered will make a pleasant story-hour or two and will also cultivate in the pupil an appreciation of the pioneers, the first lesson in patriotism.

**Seat Work.** Make a pioneer booklet to be presented to the school library. Let each pupil contribute to the booklet one or more choice little stories of pioneer life. The stories should be illustrated with drawings, or with kodak and other pictures of pioneer homes and pioneer life.

### GENERAL STUDY FIVE—CHRISTMASTIDE

Two things in one are achieved by the proper teaching of this study. The right spirit towards Christmas

will be created, and excellent motivation for language lessons will come from the expression of that spirit.

In the following varied program of stories, songs, and language exercises, will be found lessons enough to fill the time between Thanksgiving and Christmas.

### **Lesson 1. The First Christmas Story**

St. Luke's story of the Christ Child belongs to all children. Let them hear it first voiced expressively, not affectedly, by the teacher. Afterwards they may read it aloud. Perhaps, through listening to the music of its words, they will memorize it.

An oral lesson should follow in which the pupils are led to talk about the story of the shepherds, to appreciate the picture of "The Visit of the Shepherds," and to tell or hear the story of "The Wise Men." To stimulate such expression ask such questions as, How came the parents of Jesus to be in the stable when he was born? How did the shepherds learn of the birth of the babe? What beautiful picture comes to your mind as you read the story? What other picture than the one given in the text have you seen of the Christ Child and his mother?

**Seat Work.** Write about "The Christ Child."

A little composition of perhaps a paragraph or two may be produced here. Some illustrations of the story in drawings or pictures will add to the interest.

Two periods may be given to this work, if necessary.

### **Lesson 2. Christmas Poetry**

Pupils may here have a delightful recital of poems and songs and stories of Christmas time. First have

them read the poems in the book, asking questions to bring out the main thought in each. Then plan a program for the next day in which not only these but others suggested in Exercise 51 are read. Also let the pupils enjoy again the poems suggested for the third grade on pages 61-65 (text). **Choice poems should be re-read, just as songs are re-sung, whenever occasion calls for them.**

**Seat Work.** The pupils may spend the time in preparing the various parts assigned for the program. Each child should be given a part, even if it must be a small one.

### Lesson 3. Sharing Christmas Pleasures

In this oral exercise, follow the lead of the questions in the text. When the pupils have been stimulated to express themselves, guide their expression till the object of the lesson is achieved.

**Seat Work.** Memorize the stanza "Holiday Gifts."

### Lesson 4. Christmas Remembrances

A good oral lesson may be had here by leading the pupils to talk about the plan suggested and of those to be remembered.

**Seat Work.** Write the letters suggested. Let the pupils follow the guidance given in the text. This letter writing will take care of itself once the pupil feels the reality of the exercise. Only a little help in directing his expression and in making sure of the form, will be necessary.

Two and three recitations and study periods will be needed to finish the work and to give the training suggested in Part II of Exercise 54.

### Lesson 5. Christmas Cards

Language and art are blended here. Follow the directions as given. Both the recitation and the study period will be required for perhaps two days to complete this work.

Following is a little letter in rhyme that came out of this work.

#### DEAR MOTHER

Christmas comes but once a year.  
May it bring you happiness and cheer!  
May Santa fill your stocking with health,  
And also give you your share of wealth!

I will always do what is right,  
And help you with all my might.  
For you may a banner of peace and joy unfurl,  
Is the loving wish of your little girl.

—Alice Sheets.

### Lesson 6. Rules for Using Capitals

Some of the simpler rules governing the use of capitals are given here with exercises to fix the rules in the fingers. Two or more recitations and study periods should be given to the working out of this lesson. Use the exercise in the book as planned. Next have a memory exercise in which the pupils first learn, then write from memory some bit of choice verse on Christmas time.

**Seat Work.** Follow the suggestions in Exercise 57 under 4 and 5.

### Lesson 7. New Year's Greetings

This study may be taken before the holidays, if time permits, or it may follow them.

The making of calendars, as suggested, brings art and

language together in a series of delightful exercises that may well fill several periods.

### Lesson 8. Abbreviations

Training for the fingers to use capitals and periods properly, and a good spelling exercise, are given in a lesson which grows naturally out of the calendar work. Spell here the names of the months and the days of the week, with their abbreviations.

**Seat Work.** Follow the seat work suggested at the close of Exercise 59.

### Lesson 9. Days of the Week

This study may be vitalized, as suggested, by telling how the days got their names. Opportunity is also provided for a story hour on "Old Norse Tales" by following the suggestions in Exercise 61.

### Lesson 10. Reviews

Correct-Usage Tables 1, 2, 3, and part of 4, pages 69, 70 are given here again for oral drill.

**Seat Work.** The pupils may copy and punctuate the sentences in Part II of the exercise. Other like sentences may be added, if necessary.

## GENERAL STUDY SIX—SNOW SPORTS

Here is another recreational study with a clear purpose of stimulating wholesome winter fun and health. About **three weeks** may be given to the working out of this general study.

**Lesson 1. Sharing Our Winter Fun**

The pupils should be led, not driven, to tell of their winter fun, by following the questions and suggestions found in the book, or others like them. Get the best stories they have to give.

**Seat Work.** All will enjoy completing the little story "Bumping the Bumps."

**Lesson 2. A Book of Winter Stories**

After reading the completed story, "Bumping the Bumps," let the pupils plan a winter-time booklet to be created by the class, or separate booklets by each pupil.

**Seat Work.** Write a winter-time story. During the succeeding recitation and study period the stories may be read and afterwards put into finished form with illustrations. The following uncorrected stories come from pupils who worked out this exercise.

**A SNOW HOUSE**

One day when we were out with papa cleaning walks, I said, "Let's make a snow house." We got big blocks of snow and piled them on top of each other. When it was finished we played in it a long time. Then mamma called us to supper. When we had finished our supper, we went to look at it again. It was all broken down. We saw a boy run away too. I never built it up again after that.

—*Martha Wernham.*

**THE RACE THROUGH THE SNOW**

While we were eating breakfast one morning on the farm we saw a race between a jack rabbit and a coyote. The jack rabbit was a big one almost white, with long legs. Oh how he did run and jump! The coyote was hungry. He wanted his breakfast and there was nothing to eat but that rabbit. Oh how hard he ran! Up and down the hills, over the sage-brush and through the snow. After a while it looked as if the coyote was losing. Then they got out of sight and for all I know may be they are running yet.

—*Elsa Hendrickson.*

**Lesson 3. Conversation in Stories**

Direct quotations are used mainly in story telling. Their use there is to give life and reality to the tale. In teaching quotations, let this point be brought out clearly and kept clear.

**Seat Work.** The work suggested in Exercise 67 will provide enough to fill two or more study periods. Increase the drill work if necessary.

Review here the rules already given for the use of periods, commas, questions, and exclamation marks.

**Lesson 4. Words That Take the Place of "Said"**

A blended study of quotations and vocabulary work is given. After the exercise in the text has been studied, let the pupils turn to various stories in the language books or readers and find how authors use various expressions in place of **said**. This last suggestion may be worked out for **seat work** during the study period.

**Lesson 5. Snow Stories to Read**

Language and literature are blended here. Other winter-time stories may be added to the list. After the stories have been read; let them be told or played.

**Lesson 6. The First Snowfall**

Another language-literature study, which may be enriched by adding other poems that reflect the spirit of winter, is given here. Following the study of the poems as suggested by the questions following the poem in Exercise 70, the pupils may give a little recital of these poems.

### Lesson 7. Contractions

Under this general head come:

1. A study in spelling contractions.
2. The real use of contractions explained.
3. Troublesome contractions.
4. A drill exercise on the "Mischief-Makers."

A week or more of worth-while work can be given to learning the correct use of these commonly misused forms. Especially should attention be directed through positive tongue training to the mastery of Correct-Usage Table 5: **isn't, aren't, doesn't, hasn't, haven't, am not, tisn't.**

Lively drills and language games will be most valuable here. Exercise 74 suggests the spirit in which these trouble-makers may best be overcome.

### GENERAL STUDY SEVEN—AROUND THE FIRESIDE

Home recreation is the best recreation. To cultivate the spirit that makes pupils love their homes, we must help them to find their pleasures there. This language study opens the way for such most needed lessons.

An interesting program for **two weeks** of work is provided as follows:

#### First Week

##### For the Recitation

Enjoying fireside poems.  
Talking about fireside fun.  
Playing in-door games.  
Language-guessing games.  
More language games.

##### For Seat Work

Memorizing a poem.  
Finding games to play.  
Making a game book.  
Continuing the game book.  
Completing the game book.

**Second Week**

The growing story.	Finding charade words.
Playing charades.	Reading stories to tell.
A story hour.	Reading stories to tell.
A second story hour.	Writing a fable.
Reading the fables.	Review punctuation practice.

If time permits, the foregoing program may easily be expanded to fill **three weeks** very profitably by carrying out the following program:

Have the pupils write some fable or other good short story. .

Correct the papers carefully, copying on separate slips of paper:

1. The spelling mistakes.
2. The errors in grammar.
3. Expressions containing misused words.
4. Several sentences showing faulty structure; as, those containing too many "ands."
5. Mispunctuated sentences; as, those showing the misuse of quotation marks.

On each of the foregoing type faults plan a lesson. One day may be given to spelling drill, another to correct usage, another to vocabulary work, another to sentence building, and another to punctuation.

In looking for the faults in the stories, do not overlook the well constructed sentences, the well chosen words, and those papers free from errors in spelling, grammar and punctuation.

## GENERAL STUDY EIGHT—LITTLE FOLK OF OTHER LANDS

### A Patriotic Study

“Have you ever stopped to think that our own country is the home of people from almost every land under the sun?

“There must be some good reason why so many different peoples have come to America to make their homes. Some of them came, no doubt, with the thought of getting rich, but many came for a better reason. What was it?

“What is America often called? What privileges does it offer to the poor and oppressed?”

The foregoing vital suggestions found in Exercises 85 and 86, were written before the World War. They have even deeper meaning for us since that terrible conflict. In these lessons is a golden opportunity which every truly American teacher will gladly turn to good account in leading her pupils to express thoughts that make for a pure and practical patriotism.

The lesson should be made vital by being connected with the everyday lives of the children. Are they true Americans? They will prove it, not merely by saluting the flag and singing patriotic songs, but also by talking about and doing definite little American duties that come to them every day. The lesson should lead the pupils to see such duties and give them a desire to perform them.

In this study language is correlated with geography, history, and civics. The study naturally falls into the

February work, when the spirit of patriotism is uppermost. About **three weeks** may well be given to the working out of the following series of rich lessons:

**For the Recitation**

Oral lesson on little folk of other lands.  
Report on reading.  
Talks on our country.  
Songs of America.  
Planning patriotic play.  
Presentation of the play.

**For Seat Work**

Reading books suggested in Exercise 83.  
Writing about foreign children.  
Writing names of peoples.  
Memorizing patriotic song.  
Writing the parts.

Drill on Correct-Usage Table 4. Use these forms correctly: **went, gone**. Fill the blanks with the right form of **see, do, come, go**.

Have you \_\_\_\_\_ the soldiers marching?

Have you \_\_\_\_\_ your duty?

Did you \_\_\_\_\_ when your country called?

Where have the soldiers \_\_\_\_\_?

Answer the questions using the right forms of the verbs given. Make other questions using the verbs and answer them.

Review drill on Correct-Usage Table 3. Use these forms correctly.

**Lesson on the Comma and Capitals.** Review the rules.

This practice should be blended with the composition work. Correct the stories written by the pupils on "Foreign Children." Copy from these stories sentences that need attention; have the sentences written on the board and punctuated properly.

The following compositions on the general subject "Foreign Children" were created by fourth grade pupils in working out Exercise 84.

### A STORY OF A LITTLE CHINESE BOY

One day my sister had to take care of a little Chinese boy.

We have a magpie, and he said, "Me play with the Magie cause me have one at home."

After dinner my brother took him out in the front yard and he said, "Shall me show you my tricks?" And my brother said, "Yes."

And he turned somersaults and did so many funny things.

At dinner we had peas and my father was taking some peas and the boy said, "Leave some for me."

We all laughed and he said, "You don't need to laugh at me."

### AN ESKIMO BOY

I am an Eskimo. We live in the North. We have houses made of snow and ice. My father and I go out to get seals about every week. First we take a large fish hook and tie a rope on the fish hook. Then we find a place where the seals live and put the end of the hook down through the ice and the seals get the hook in their mouths and we pull them up. We wear animal skins.

In creating a little play on "America—The Land of All Nations," (Exercise 85) a certain class selected one of their number as Uncle Sam, and another as Aunt Columbia.

The verse of the little song they created ran thus:

Hurrah for Uncle Sammy  
And Aunt Columbia, too;  
And for Our America—  
And the red, white, and blue.

Each pupil chose to represent a little foreign child, and made a verse of his own about the character he represented.

### GENERAL STUDY NINE—SPRING IN SONG AND STORY

The spirit of spring, full of sunshine and flowers and bird songs and brook songs, has found expression in numberless poems and stories. Folklore is full of fanciful

tales that picture springtime as a delightful goddess or fairy. To retell and play these tales, to sing the sweet songs of spring, and to talk of the season is to have a blended **language, literature, and nature study**.

The following program provided to guide this study may well be extended to fill a **month** of worth-while work.

### Lesson 1. Poems of Springtime

This should be enriched with other poems: "Rollicking Robin," "The Brown Thrush," "The Bluebird," (See First Book, Part I, Exercise 65) "Robin's Secret," and other bird poems may be used here. "The Wind in a Frolic," "The Night Wind," "The Wind and the Swing," with other songs of the wind, suited to this grade, will also serve well. Rain poems, such as "It Isn't Raining Rain to Me," may also be used.

**Seat Work.** Mémorize some bird poem or a stanza from a poem you like.

### Lesson 2. Messengers of Spring

A vocabulary-building exercise blending with the spring spirit is here given.

**Seat Work.** During two or more periods the pupils may learn to spell the names of the common birds, flowers, insects, and animals connected with the coming of spring. A **flower collection** may be begun at this point if desired, by gathering, pressing, mounting, and labeling various spring flowers.

**Lesson 3. An Old Tale of Springtime**

After enjoying and playing this beautiful Indian myth of springtime, the pupils may read and tell or play any of the others suggested.

**Seat Work.** Continue the flower collection, or, if preferred, draw illustrations for one of the spring stories.

**A week or more** may be given to this work of story telling and dramatization.

**Lesson 4. Growing Gardens**

The study here takes a practical turn. Window gardens or home gardens or school gardens, as the situation demands, may be used in carrying this project forward.

Have an oral lesson in which the garden plan is discussed; then let each pupil, or the class, carry out whatever practicable plan is made.

**Seat Work.** Follow the suggestions given in Exercises 97 and 98.

**GENERAL STUDY TEN—GENERAL REVIEW**

Some time in April, right after the time usually given for spring vacation, the roundup reviews in **Correct Usage, Enunciation, Punctuation, and Letter Forms**, and other mechanical phases of language should be given. About **three weeks** may well be devoted to these reviews.

The drill should be varied and vital. The tongue-training exercises and finger practice, may be given in the form of language games and "language matches," similar to the old "spelling match," as well as in lively direct drills, written work, and other devices.

**Correct-Usage Language Matches**

The class may have the blackboard divided into as many parts as there are rows of pupils in the room. At the top of each division the teacher may write some troublesome form. The pupils at a given signal, may then run lightly to the board, one from each row at a time, beginning with the pupil in the farthest seat. Each must write a sentence using the given form correctly. The row that finishes first wins.

The result, for illustration, may look somewhat like the following:

---

Forms to be used: **threw, knew, blew, grew, drew**

---

He threw the ball.	The boy threw a stone.	I threw the ball.
She knew me.	He knew his lesson.	John knew the captain.
The wind blew hard.	It blew down trees.	My hat blew away.
It grew fast.	It grew by the brook.	The rose grew rapidly.
He drew a picture.	She drew a tree.	I drew a house.

---

Another kind of "language match" may be had by letting the pupils work individually. Give certain tables and time the work. The one who finishes all correctly first, wins.

Drills like the foregoing can be worked out with each of the language tables given on pages 69, 70.

Practice also in writing letter forms should be given, especially in writing dates and addresses.

Review of the rules involved should be given with the drill.

Application of the drill to the pupil's daily language needs should also be made.

Focus the drills also on the "trouble spots." Thus **threw**, and **has thrown** are the forms of the verb **throw**, on which drill is most needed. The form **throw** is seldom if ever, misused. Likewise **doesn't**, not **don't**, and **were**, not **was**, should receive major attention, since **don't** and **was** are the over used forms. As a prominent superintendent used to put it, teachers should learn to "grease the squeak." This practical suggestion applies not only in spelling, but in language and in all other subjects.

### Punctuation Practice

The effort here should be to train the fingers. As in dealing with Correct Usage, the drills in punctuation may be given in the form of games if desired. There are several ways of doing this.

The **blackboard** may be divided into as many parts as there are rows or, if the class is small, each pupil may have a section of the board. A rule of punctuation may be given; as, The use of the comma in a series. The pupils in each row, beginning with the one farthest from the board, run lightly to the board and write a sentence illustrative of the rule. The row first completing the work wins.

Another game may be played by choosing sides and pairing the pupils. One pupil writes a sentence without capitals or punctuation marks; his partner supplies these. The errors made are counted against the side making them. The one writing the sentence must be

prepared to punctuate his own sentence and give the rule, or the failure will count one against his side.

Still another way to give good punctuation practice is to have each pupil of one grade write a correctly punctuated sentence on the board. His partner reads the sentence giving orally the rules governing the punctuation. For example:

1. We had candy, nuts, oranges, apples, and ice cream.

**Rules:** Words in a series should be separated from each other by commas. Close every statement with a period.

2. Mary, where are you?

**Rules:** Words used in address are set off by commas.

Close every question with a question mark.

3. I don't want to go.

**Rule:** Place an apostrophe in contractions.

### Enunciation Exercises

The words given in Exercise 103 may be organized into **Tongue-Training Tables**, as suggested on page 71. Aim in drilling to overcome certain bad habits by fixing better ones. For illustration:

#### To Overcome "Jaw Laziness"

just	can	get	catch	shut	gather	together
cow	now	plow	how	corn	farm	storm

#### To Cultivate "Right Resonance"

reading	writing	spelling	running	playing
skipping	eating	throwing	jumping	seeing

#### To Train the Tongue

swept	wept	kept	slept	slit
hit	pit	little	brittle	kettle

**To Overcome “Lip Laziness”**

white	whip	when	whittle	which
whether	feather	lip	flip	trip

**To Check the “Hurry Habit”**

geography	history	give me	bakery	handkerchief
arithmetic	library	let me	grocery	pumpkin

**GENERAL STUDY ELEVEN—MAYTIME**

This final study opens the way for a language romp with “Gypsy May.” In this blossoming month of the year, nature is most inviting. Many of the lessons may be given out of doors, if desired. After a May walk, the pupils will be eager to talk on the various topics suggested.

A rich variety of exercises for oral and written work is to be found in the following program:

**For the Recitation**

Talking about merry May.  
Oral and written sketches as suggested by topics in Exercise 105.  
Mothers' Day letters.  
Flower-language games.  
  
Apple blossoms.  
Writing flower songs.  
Creating a flower play.

**For Seat Work**

During this period a Maytime booklet should be produced, containing:  
The flower collection.  
Pictures of Maytime.  
Mothers' Day poems and sentiments.  
Flower poems.  
Little stories of May walks.  
Other Maytime suggestions.

The following little flower play shows what may be produced by fourth grade pupils working freely under

the lead of a teacher who catches the spirit of live language work.

### THE FLOWER FESTIVAL

#### Flower Fairies:

*First Fairy*—Esther  
*Second Fairy*—Marian

#### Flowers:

*Daisy*—Ethel  
*Rose*—Hugh  
*Dandelion*—Sara  
*Tulip*—Nathan  
*Apple Blossoms*—Lucian  
*Violet*—Violet  
*Lilac*—Elizabeth  
*Lily*—Max  
*Forget-me-not*—Dorothy  
*Daffodil*—Robert

#### Flower Enemies:

*Spider*—Joe  
*Rabbit*—Dale  
*Ant*—Mildred

#### *First Flower Fairy:*

I am a fairy, I come in the spring.  
I come to hear the little birds sing.  
I like to see the flowers, too,  
Up as high as your head  
Or as low as your shoe.  
When Merry May goes away  
There's no use for me to stay.

#### *Second Fairy:*

I am a flower fairy.  
I am always so merry.  
I take care of the flowers so bright  
And sleep with them till morning light.

I come in the spring.  
In the winter I hide,  
For in winter the flowers do not stay,  
But I'm here with you to-day.

The rose I love so well.  
And another is the bluebell.  
They are so sweet  
And very neat.  
We love the flowers of May  
That are here to day.

*First Fairy (urging flowers to choose the May Queen):*

The birds are singing,  
The bells are ringing.  
The children are saying,  
“In May we go playing.”  
Well, my dears, what have you to say?  
Have you something to tell this happy day?  
You have permission to choose your queen,  
On the bright grass of lovely green.

*Daisy:*

I am a little daisy  
So innocent and pure;  
The perfume I give is hazy  
But yet enough to lure.

*Rose:*

The roses are all in bloom.  
Their colors are pink and red.  
I don't think there's enough room for them to bloom.  
For that's what the children said.

The beautiful red roses  
They bloom in the fall,  
And at night they close.  
They're always climbing over the wall.

*Dandelion:*

I am a dandelion so gay.  
I bloom in the merry month of May.  
I hold lots of light,  
And make people bright.

In my center I am gold.  
Some people think me very bold.  
I grow in the day time.  
I am very neat and fine.

*Tulip:*

The tulips are red and yellow,  
Colors bright to please the eye;  
For so long there were no flowers,  
But the snowflakes in the sky.

Tulips red and tulips yellow,  
Coming in the early spring,  
Snowflakes are no longer with us.  
How the birds begin to sing!

*Apple Blossoms:*

The apple blossoms are in bloom,  
And the pink buds are falling.  
When the apple blossoms are in bloom  
"Apples are coming," they're calling.

*Violet:*

I am the little violet with eyes so very blue  
Who brings to you this day my message of love so true.  
My home is in the woodlands and in the meadows fair;  
But if I weren't so very, very modest  
I would be found most everywhere.  
Dear little violet with eyes so blue,  
Bringing a message of love so true.

*Lilac:*

I am a lilac purple and white,  
I bring to people joy and delight.  
I grow on a bush that is quite tall,  
And I am a flower very small.  
I live in a garden with other flowers  
And there I sit many hours.

*Lily:*

The lily is a dear, little flower,  
Its petals look like bells.  
It tries to ring them every hour  
But it cannot ring the bells.

*Forget-me-not:*

I am a dear little forget-me-not,  
I grow in the summer when it is hot.  
I am not very tall,  
Nor yet very small.  
My color is blue  
And that means that I am true.

I bloom in the spring  
When the birds begin to sing,  
And I die in the fall  
When Jack Frost kills us all.

*Daffodils:*

I am a little daffy-down-dilly,  
The little boy calls me his pretty lily.  
I have a pretty long stem of green,  
But I choose violet for my queen.

*Second Fairy:*

But have you flowers no enemies  
No enemies at all?  
You answer, "The Spider's web is  
By the garden wall."

*Spider:*

I live in a cobweb that is so round,  
I make a squeaky little sound.  
I set the petals of the flowers so red  
And spin my house with a thin thread.

*Rabbit:*

I'm a little Bunny Rabbit.  
I am so fond of running all around,  
I have a habit  
Of getting turnips from the farmer's ground.

*Ant:*

I'm a very busy little ant,  
I work long, tiresome hours.  
I'm very fond of the honey  
That I find inside the flowers.

That's why I'm called their enemy,  
But I do not mean to be.  
I'm simply fond of sweet things  
Like my friend the busy bee.

*Lilac:*

I think I like the daisy best,  
But let us vote or have a test.  
Perhaps you like some flower better  
We will write the queen a letter.

*Rabbit:*

While we are gathered in this section  
We will have a grand election.  
The queen will be declared in blossom gay  
On this bright, beautiful, happy day.  
(Vote is taken. Violet is chosen.)

*Daffodil:*

We have chosen the violet Queen of the May,  
She is decked in blossoms purple and gay.

*Lilac:*

Hail to the violet, Queen of the May  
She is crowned by us to-day.

The foregoing play suggests some of the possibilities of creative work even in the primary grades. Such motivated lessons are rich in their language returns. Not only do they stimulate the spirit of authorship; but they give excellent opportunity for more formal lessons in vocabulary work, punctuation, correct usage, and spelling.

The pupils should leave the fourth grade with the simpler forms of speech and writing on their tongues and in their fingers. They should have acquired some love for literature and some appreciation of their own thoughts and experiences. Best of all, they should gain from the study of their first language book a lasting love for the work.

## FIFTH GRADE LANGUAGE

### LIVE LANGUAGE LESSONS—BOOK ONE, PART THREE

#### GENERAL OUTLINE

In this grade the lines of work given in the fourth grade are carried forward with the following objectives in view:

1. A little firmer holding for accuracy of form, not, however, at the expense of fluency and originality.
2. Some increase in written work, but with the oral work still receiving the greater emphasis.
3. More definite attention to paragraph building.
4. Teaching of other Correct-Usage Tables, with review drills on those already given in the fourth grade.
5. More Exercises in Enunciation and in Punctuation Practice.

The following outline gives the general plan of procedure for the fifth grade:

#### I. Expression Studies      II. Skill-Building Exercises

##### I. The World's Workers

Talks about workers.	Vocabulary building.
Boy and girl workers.	Study of paragraphs.
Letter writing on work.	Correct-usage drills.

**2. Indian Life**

Talks about Indians.	Capital letter lessons.
Writing Indians stories.	Correct-usage drills.
Dramatizing Indian stories.	Punctuation reviews.

**3. Thanksgiving**

Thanksgiving plays.	Vocabulary building.
Tales of Thanksgiving feast.	Correct-usage drills.
Writing invitations.	Punctuation practice.

**4. Christmas Stories**

Christmas stories.	Writing conversation.
Paragraph pictures.	Enunciation exercises.
Christmas rhymes.	Correct-usage drills.

**5. Our Animal Friends**

Animal intelligence.	Correct-usage drills.
Making animal books.	Enunciation exercises.
Talks on care of animals.	Reviews on punctuation.

**6. Brave Boys and Girls**

Everyday heroism.	Contractions and quotations.
Letters from boys and girls.	Paragraph studies.
Our country's heroes.	Enunciation exercises.

**7. Spring Work and Spring Play**

Talks about spring work.	Vocabulary building.
Debates on practical topics	Correct-usage drills.
Business letter writing.	Punctuation practice.
Funny stories and rhymes.	Tongue training.

**8. Bird Life**

Stories about birds.	Writing paragraphs about birds.
Talks on protecting birds.	Vocabulary study.
Bird letters and diaries.	Practice on letter forms.
Writing bird poems.	Enunciation exercises.

**9. Reviews**

Paragraph building.	Correct usage.
Letter writing.	Tongue training.
Verse making.	Punctuation practice.

**10. Spring Sports**

Talks about games.	Overcoming slang habits.
Boys and girls that win.	Vocabulary building.
Study of poem.	Tongue-training drills.

**Correct-Usage Tables for Fifth Grade**

Continuing the drills on the "multiplication table of language," the fifth grade plan provides:

1. Systematic reviews of the correct-usage tables given in the fourth grade. (See pages 69, 70).
2. Teaching, with drill exercises, the following additional tables:

**I. Correct Usage—Grammar****Table 6. Transitive and Intransitive Forms**

Lie, lay; sit, set; rise, raise.

**Table 7. Troublesome Principal Parts**

Ate, eaten; took, taken; broke, broken; wrote, written; bit, bitten; fell, fallen; stole, stolen; drive, driven; rode, ridden; chose, chosen; gave, given; froze, frozen.

**Table 8. Needless Words.**

John he, have got, this here, that there, hadn't ought.

**Drill against these trouble-makers by using such sentences as:**

The man was lame.	That is his knife.
The general was killed.	That is my book.
Have you a knife?	Has he a dog?
I have a pony.	You shouldn't go.
This is my hat.	You should not do it.

The course as planned will fill the school year. If it is found necessary in ungraded and shorter-term schools to shorten the course, the following exercises may best be omitted: 7, 11, 13, 17, 21, 24, 32, 35, 37, 54, 73, 74, 87, and 99.

The composition studies, or projects, may be readily correlated with nature study, literature, geography, history, and industrial and social studies.

The best results will come from following the plan of the book, not slavishly, but somewhat faithfully.

## II. Punctuation and Capitalization

Review practice on all the rules for use of capitals and punctuation marks previously taught, is systematically given.

In addition to this, the fifth grade is also taught:

1. The use of capitals in writing titles.
2. The use of the comma with appositives.
3. The divided quotation.
4. How to build paragraphs.
5. How to write invitations.
6. How to write business letters.
7. How to keep a diary.

## III. Enunciation Exercises

1. Overcoming "jaw laziness": for, or, and, was, because, what, always.
2. Overcoming "tongue tightness": throw, three, thick, this, swept, wept, kept.
3. Overcoming "faulty resonance": singing, ringing, bringing, sparkling.

4. Overcoming "lip laziness": when, whip, which, where, whistle.

5. Overcoming "the hurry habit": Did you? could you? would you? let me, give me, see them, grocery, bakery, yesterday, quiet.

These exercises should be increased by adding other similar words illustrative of the various faults named.

### GENERAL STUDY ONE—THE WORLD'S WORKERS

This study, carried out in the right spirit, will give:

1. An appreciation of honest work.
2. Opportunity for pupils to discuss their own work problems.
3. Motivated practice in the use of certain forms of speech.

A program of practical lessons, enough to fill **four weeks** with profitable work, is planned.

In preparation for this study, let the pupils join with the teacher in gathering stories and pictures about the world's workers.

#### Lesson 1. Talks about Workers and Their Work

The opening paragraph and the stanza from "The Village Blacksmith," perhaps the whole poem, may be read to open up this study. Pupils, led by the suggestions therein, will be ready to tell of their experiences in watching various workers.

**Seat Work.** Use the vocabulary work in Exercise 2. The blanks may be filled with words from the list or with

other suitable words of the pupils' own choosing. Individuality should be tactfully encouraged.

### Lesson 2. Poet Pictures of Workers

Language and literature here are blended. Study "Tubal Cain," "The Village Blacksmith," "The Fisherman," "The Song of Steam," "Little Brown Hands," and other poems you may find dealing with the world's workers.

**Seat Work.** The pupils may make a word blacksmith shop or other work shop by drawing a sketch of such a place and filling it with names of fixtures and tools; as, anvil, forge, sledge.

### Lesson 3. Stories of Workers

In "Luke Varnum" is a choice lesson on practical patriotism. By using the questions that follow it, and by giving others, lead the pupils to read and talk about the story.

**Seat Work.** The pupils may find and read other stories of young workers suggested.

### Lesson 4. Telling and Playing Stories

Let the various stories found by the pupils be retold and some perhaps acted.

**Seat Work.** The Mounting of Pictures.

Let the pupils each make a display of the pictures showing some interesting process of work; as, raising cotton; growing wheat; making hay; making candy. The pictures procured may be mounted on large cardboards about one and a half feet by two feet, and hung

about the room while the study goes on. Encourage each pupil to take some original subject. The pupils may be mutually helpful by arranging an exchange of pictures.

### Lesson 5. Paragraph Studies

The paragraph is here formally introduced. Pupils will, no doubt, have recognized the paragraph before; but now its meaning should be made clear by direct study. From here on through the fifth and sixth grades, attention will be given constantly to the building of paragraphs.

**Seat Work.** A study of paragraphs as found in "Luke Varnum" or in some story in the readers, may be given.

### Lesson 6. Choosing a Subject to Talk About

This lesson begins with the question, "Which occupation do you wish to follow?" Why? Let each pupil be led to reveal his interests, then guided in selecting an occupation on which he can develop his talk.

**Seat Work.** A spelling lesson on the names of various common occupations may be studied. For example:

carpenter	plumber	farmer
blacksmith	electrician	gardener
mason	janitor	teamster

The pupil may make his own list and, if desired, illustrate by drawing simple pictures of the workmen at their work.



### Lesson 7. Planning the Talks

A beginning lesson in the simple outlining of subjects is given here. After helping each pupil to plan his little talk, let him, during **Seat Work**, write an outline of it.

### Lesson 8. A Play for Young Workers

Several periods may be given here to working out the exercises suggested:

1. Written paragraph pictures of various workers.
2. Verses to suggest the spirit of the workers.

The planning of a little "Labor Day" play will add zest to this work.

The following are some rhymes created under the stimulus of this exercise by fifth grade pupils:

"Ric-a-tac, ric-a-tac, ric-a-tac-too!  
Hear the sound of the hammer upon the horseshoe."

"Cling, clang, the anvil rings  
While merrily the blacksmith sings."

The sketches and poems with readings and songs will make a delightful program to round out this first part of the general study.

### Lessons 9 to 15. Boy and Girl Workers—Lessons on Thrift

In this part of the general study the aim is to help the pupils directly to get into right habits of work and thrift.

The lessons offered deal with vital topics; as, "Earning my First Money," "Work for Boys and Girls," "Helping in the Home." Added to these may be **Lessons in**

**Thrift** and other worth-while topics; as, "Holding Down the Candy Habit," "How I Saved for a Rainy Day," "Peter Penniless and Willie Wise," "Mending Holes in My Money Pocket," "Wise Ways to Use Money." The subjects are rich in suggestion. Excellent oral and written exercises should result from following the directions given in the text.

**Seat Work.** A thrift booklet may be made. Here language and arithmetic blend well. In the book may be "Rules for Young Workers," "Thrift Maxims," and account sheets for records of savings.

During the last week Exercises 12, 13, and 14 should be studied. The drill exercises provided may be increased if necessary. Work for the fixing of the right habits in tongue and fingers by driving at the trouble-makers, especially **lie**, **sit**, **rise**. Other tongue-training exercises may be added to those in the text by having pupils ask and answer questions; as,

When did the sun rise? It rose at six.

Where did you sit during the  
play?

I sat in the gallery.

Won't you lie down a while? I have lain for an hour.

Or, have each pupil weave into sentences these troublesome forms, thus: **I rose** at seven, **sat** by the fire studying for half an hour, then **lay** down again.

Or, have the class choose sides and pair the pupils on opposite sides. Those on one side may write on slips of paper a sentence with blanks calling for the use of forms of **lie**, **sit**, **rise**, or other troublesome verbs. The slips may be passed to the pupils on the opposite side who fill the blanks and read aloud the completed sentences.

Many other ways by which the drills may be varied will quickly suggest themselves to the wide-awake teacher.

## GENERAL STUDY TWO—INDIAN LIFE

Every boy and girl loves the out-of-doors. Tales of the Indian, who is a child of the woods, the plains and the forest, hold a charm for pupils of all ages.

This study aims, first of all, to give pupils a better view of the true heart of the Redman. It offers opportunity for a study of these first Americans wherein the “dime novel Injun stories” portrayed in unworthy books and unworthy “movies,” will be displaced by tales that measure up to truth and thrill with the romance of reality.

A varied program of talks, stories, plays, and sketches of Indian life, with correlated exercises in vocabulary building, correct usage, and punctuation practice, is provided for a month of work as follows:

**First Week:** Talks and Stories about Indians.

**Second Week:** Making an Indian Booklet.

**Third Week:** Plays and Sketches of Indian Life.

**Fourth Week:** Review and New Drills for Tongue and Fingers.

In beginning this Indian study it will be well first to gather as many Indian story books, Indian pictures, and Indian relics as can be found and brought to the school.

This activity will be stimulus enough to prepare the pupils for the work.

**Lesson 1. Talks about the Indians**

Following the suggestions of Exercise 15, make this an interesting lesson of discovery to learn first of the pupils' direct experiences with Indians and their indirect knowledge of the Indian as gained through books and other people.

**Seat Work.** Let the pupils read the Indian stories suggested, or other worthy ones they can get.

**Lesson 2. An Indian Story Hour**

Each pupil should be able from his reading to participate in this socialized recitation. Several of the tales suggested may be told, perhaps one or more of them played. The names of famous Indian men and women suggested should bring up many choice stories.

**Lesson 3. The Indians and the Pioneers**

Let the pupils read and enjoy the story "Lured from His Home by the Indians." Or, they may now have the privilege of reading the full story in "The White Indian Boy."

Following the questions at the close of the story, they may be led to talk about the boy who was lured from home, and to give their own ideas of what might happen to him.

**Seat Work.** Begin the work on The Indian Story Booklet. This should be a class booklet to which every pupil contributes something; as, An Original Indian Story, Indian Pictures, Sketches of Indians, Indian Words, or a story from book sources retold. Several study periods will be necessary to complete this booklet.

**Lesson 4. A Lesson on Capital Letters**

Follow the suggestions in the text for this exercise.

**Lesson 5. Dramatizing Stories from Hiawatha**

This poem by Longfellow offers opportunity for excellent work in literature and language. The selections named from it make a rather complete presentation of the main story. If the class is large, the pupils may be divided into groups, each group presenting one of the five stories.

**Seat Work.** Complete the Indian booklet.

**Lesson 6. Paragraph Pictures**

In this vocabulary exercise, the pupils may be allowed to find suitable words besides those given, if they need to do so to make some pictures they have in mind.

**Seat Work.** Continue the vocabulary building by following the directions under Exercise 24.

**Lesson 7. Indian Sketches or a Play on Indian Life**

Exercise 23 can be worked out as a series of little talks, each pupil outlining and presenting his selected topic. Or the interesting ways of the Indians may be presented through acting and talking in the form of a little Indian play. This latter plan was followed by one fifth grade with excellent results.

The boys were the warriors. They chose their chief, their medicine men, their arrow makers. The girls were the squaws. They tended the papooses, cooked the food, tanned buckskins, made moccasins, wove baskets, and did other kinds of Indian work.



The little play began with a wild war song, composed by the class and sung by the boys. One stanza of it ran thus:

“Ki-yi! ki-yi! We are Indians bold!  
We hunt the hills for grizzly bear!  
We chase the wolf into his lair!  
We kill our foes and lift their hair!  
Ki-yi! ki-yi! We are warriors bold!”

After the singing the chief gave directions to his scouts, to his hunters, and to others; then the boys went out.

When they had gone the little squaw mothers first soothed their papooses to sleep with the following lullaby, composed, both words and music, by the class:

## THE PAPOOSE LULLABY

Lul - la - by lul - la - by lit - tle pa - poose

Come close your sleet - py brown eyes. Your

mo - ther must work while the sun's in the sky. To

make your warm clothes for the win - ter is nigh.

Lul - la - by lul - la - by sleep my pa - poose.

Lul - la - by lul - la - by sic - e.p.

rit ---

Words and music by 5th grade students  
Utah Training School -

The babies are put to sleep. Then the squaws go on with their various kinds of work, chatting about various things they are doing and showing their work one to another.

A wild war whoop changes the scene, as the victorious warriors and hunters return. When all are assembled, the chief has various ones tell of their adventures. A feast follows, then a dance, during which the opening song is repeated, concludes the play.

**Lessons 8 to 12** should be given to reviewing the **Correct-Usage Tables** found in Exercises 26 and 27, and the punctuation practice in Exercise 25 and Section III, Exercise 27. These exercises will make enough good lessons to round out the month. Perhaps as a close the Indian play can be given out-of-doors during Indian Summer time.

### GENERAL STUDY THREE—THANKSGIVING

Opportunity is here given to correlate language with both history and geography. The books suggested in Exercise 29, and other good ones on the Pilgrims should be procured for the class library if possible. Pictures and decorations to give atmosphere to the work should also be placed in the schoolroom.

The program is planned to fill the time between Hallowe'en and Thanksgiving.

### Lesson 1. The Spirit and Story of Thanksgiving

The poem and the Biblical quotations, with others like them, should be read and the pupils led to express their own Thanksgiving thought.

**Seat Work.** The pupils may write sentiments in prose or in verse expressive of the spirit of the holiday, or memorize such choice selections as they may find.

The following stanza from a fifth grade pupil expresses the real boy:

“Oh good old Thanksgiving Day!  
My, how I wish it would stay!  
Turkeys, apples, and pumpkin pie,  
I am always sad when it passes by!  
I wish it would come here  
Five or six times every year.”

### Lesson 2. Remembering the Pilgrims

Several periods will be needed for this lesson.

**First,** have a Pilgrim Story Hour, in which the pupils may tell tales they have read of the Pilgrims.

**Second,** work out a dramatization of “The Christmas Candle,” or of some other good Pilgrim story as suggested by the outline given.

While this work is proceeding, the study periods may be given to art and handwork for the designing of costumes and scenery for the play, or to library reading of stories about the Pilgrims and Thanksgiving time.

### Lesson 3. The Thanksgiving Dinner

In this study, opportunity is given for the following types of lessons: (1) Vocabulary building; (2) Spelling

work on commonly used words; (3) Enunciation practice; (4) Writing of little language-geography stories using the model on pages 39, 40, and 41 (text) as a stimulus and guide.

#### **Lesson 4. Creating Thanksgiving Plays**

In this lesson there is opportunity for fun as well as for good language practice. The class may be divided, if large, into four divisions, and each group may be given one of the plays suggested to work out. If the class is small, let one of the plays be chosen and developed.

#### **Lesson 5. Writing Invitations**

In this motivated written exercise, both types of invitation may be studied; but the practice should be mainly given to the informal type. Various occasions in connection with school work call for the informal invitation. The pupils should be given the practice of writing these invitations, whenever opportunity arises; as for parent-teachers' meetings and school programs of various kinds.

Let the invitations be kept simple in style and form as shown in the text.

Work for ease, grace, and neatness.

#### **Lesson 6. Words to Express Appreciation**

Opportunity is here given for a much needed lesson in cultural expression as well as for a lesson aimed at supplanting such slang expressions as "a dandy time," "fine and dandy," "a swell dinner."

**Seat Work.** Have the pupils use in other sentences the words given in Exercise 34.

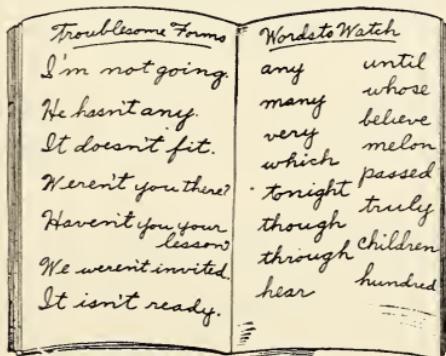
### Lesson 7. Troublesome Word Forms

In this exercise special attention is given to the overcoming of the following ten most troublesome types of speech:

"Aint," "have got," "You (we, they) was," "He give it," "Can I go?" "He come yesterday," "them apples," "It's me (him, her, us, them)," "Him and me went," and "hadn't ought."

The reviews and new drills on these forms may be increased if necessary. Pupils should also be stimulated to self-effort in overcoming such blunders. During the study period let each pupil make a **Correct-Usage Booklet** in which drill sentences of his own gathering and making are written in the order of the tables already suggested on pages 69, 70. He may include in this booklet also "spelling demons," and "enunciation exercises," in which the forms that trouble him are placed for his individual help.

For illustration:



## GENERAL STUDY FOUR—CHRISTMAS STORIES

The central aim of this work is to promote, through language expression, the proper observance of Christmas.

In preparation for the study, let the classroom library be enriched by adding Christmas books and magazines that contain helpful materials. Let the pupils help in gathering pictures and other decorations for the room.

In carrying out the study, opportunity is offered for:

1. **Christmas Story Hours.** During these, the stories given in the text and other good ones, may be retold or acted. The choice poems and stories suggested for previous grades may also be re-enjoyed.

2. **Creating a Christmas Booklet.** This may contain original stories for Christmas time, also poems by the pupils. It should be illustrated with drawings or pictures. **Excellent motivation** for this work will be found in having the pupils make the booklet to give as a Christmas present to some needy little boy or girl they know.

3. **Correct-Usage Studies.** These exercises, including paragraphing, the writing of conversations, and tongue training on trouble-makers, should be connected closely with the constructive work suggested under 1 and 2.

In the foregoing program there is work enough to fill interestingly the time between Thanksgiving and Christmas.

The following poems, produced by fifth grade pupils, suggest the spirit with which the study may be worked out when the class is properly taught.

## KRIS KRINGLE

The night before Christmas I hung up my stocking,  
I stayed awake in bed, and suddenly I heard a knocking,  
The next thing I heard was some one talking.  
It was jolly old Kris Kringle,  
Who had landed on the roof with a jingle.  
He lifted his bag and gave a big jump  
And down the chimney he came with a bump.  
I heard him land and hopped out of bed  
And to myself I said,  
"Has he brought me a sled?"

—*Calvert Stevenson.*

## SANTA IS CAUGHT

Harry and Tommy once set a trap  
To catch Santa Claus, the jolly old chap.  
"We'll hide," they said, "behind this case;  
And if he sees us, for the stairs we'll race."

All of a sudden they heard a noise  
Like the jingling of some toys.  
They looked and then one said to the other,  
"It is only father and mother."

So that was how they found out  
There is no Santa roaming about.  
Then they crept back to their snug little bed  
And the next morning each got a new sled.

—*Eugene Middleton.*

These poems, with others of like spirit, were produced by following out the suggestions in Exercise 41. Four main steps were taken to get these results:

1. The pupils were led to talk freely about their Christmas fun.
2. Opportunity was given during the study period for the pupils to follow the lead of the suggestive lines in Exercise 41, or to take their own lead in producing a rhyme.
3. The poems of the class were read during the succeeding

recitation. Suggestions were made by the pupils for bettering the poems and errors in form were corrected by the teacher.

4. The poems were then rewritten.

Two recitations and two study periods were given to the exercise. Every pupil produced a rhyme of some sort and many were as clever as those given.

### Blending Constructive and Corrective Work

In Exercises 42 and 43, definite suggestions are given showing how the corrective work can and should be connected with the constructive lessons. The wide-awake teacher will watch constantly to discover the needs of the pupils in speech and in written forms and will direct the drills accordingly.

The **Habit-Fixing Review Drills** need not, however, be so directed. Exercises, such as those suggested on page 62 (text), may be given to train the pupil on the **Correct-Usage Tables**.

A new table is taught in Exercises 44 and 45. This lesson on **Needless Words** is one of the most important in language. Let the lesson be fixed by repeated drills to help the pupils to overcome the "John he," "this here," and "have got" habits.

Observe that the meaning and use of the **paragraph** is constantly reviewed in the various fifth grade studies. Teachers need not teach the paragraph formally, but they should keep the idea before the pupils, and help them gradually to express themselves in paragraph form.

Keep this thought foremost: Thoughts are most easily carried, if they are kept in packages. Express clearly one

thought at a time, by building clear sentences. Make one point at a time, by arranging the sentences in paragraphs.

The directing of the pupils, attention to the paragraphs in the well constructed stories they read will help to cultivate the paragraph habit. Better still is guiding them to build well unified paragraphs of their own.

#### GENERAL STUDY FIVE—OUR ANIMAL FRIENDS

This study provides practical nature study through motivated language expression. Carried out properly, it will bring at least two worth-while results:

1. An appreciation of our animal friends.
2. Good practice in oral and in written language.

Indirectly the study will teach thrift and cultivate a humane spirit.

To prepare for the study, let the pupils gather the best books, magazine sketches, and stories of animals they can get for the class library. Such volumes as the following will prove very helpful here:

- “Cat Stories” and “Dog Stories,” retold from St. Nicholas.
- “The Call of the Wild,” Jack London.
- “Black Beauty,” Anna Sewell.
- “Beautiful Joe,” Marshall Saunders.

The schoolroom may be decorated with animal pictures. Such classics as “Can’t You Talk,” “The Horse Fair,” and others in which animals are well portrayed, will prove excellent for the purpose.

Four weeks may be given to this study, as follows:

**First Week.** Telling and writing animal stories.

**Second Week.** Reading and telling stories about animals.

**Third Week.** Practical talks on the care of animals.

**Fourth Week.** Correct-usage tables and drills.

The following original stories about animals produced by fifth grade pupils, show what results can be obtained when this study is carried out properly:

#### TRICKSEY

Tricksey was a little dog. They named him "Tricksey," because he was so full of tricks. I liked him because he would do anything his master asked him to.

When he would say, "Your foot is awfully sore" and would wrap it up with a rag "Tricksey" would limp all around holding up his foot. And when he would say, "Now your foot is better," he would get up and run around the room as lively as ever.

—Alice Bruneau.

#### SNOWBALL

Snowball, is the name of our Spitz dog. He has long waving hair, bright blue eyes, and a long tail that curls up over his back.

He is a bright dog and knows many tricks. One of his tricks is to speak for his food. Every time we go to feed him he stands up and barks. Another of his tricks is to play dead. When we say, "dead dog." He will lie down and play dead. And when we say, "live dog." He will get up and run around.

—Calvert Stevenson.

#### UNCLE'S ENGLISH TERRIER

Tige was an English terrier with massive body and muscles of iron.

When you fed old Tige no other dog could take it away from him, but any child could take it right out of his mouth. He would only lick their hand. He would never come home from the coal yard with uncle without bringing a lump of coal about the size of his head. On the way home he would run about a block ahead of uncle. Lay the lump of coal down and wait till uncle caught up to him. Then he would run another block and stop and repeat the actions. Uncle taught him to swim after a ball.

One day a cedar post came floating down the river. Uncle sent Tige after it. Tige willing jump into the river and swam towards the log. Upon reaching it he found it three times his one size he gripped it in his

massive jaws and swam towards shore. Upon reaching the shore he found it hard to pull the log out of the river. But Tige was always happy when he had a hard task to do. After about fifteen minutes of hard work he successfully dragged it to Uncle's feet. Then he looked happily into his eyes as if to say "Don't you think I did well?"

—*Sillard Durrant.*

#### OLD SALLY

I am a big coal black horse. They always called me Sally. I have a star in the middle of my forehead.

I roamed the desert, I had all the freedom any horse could wish. I was the leader of a large band of wild horses.

Many people tried to catch me. One day some Indians built a corral and rounded us up so that we couldn't get away. They began to come closer and closer until at last they forced us into the corral. Then they starved us for six days. By that time we were so weak we couldn't kick or bite them. Then they led us to town and sold us to a big cattle company. I have a warm stable and plenty to eat, but I still yearn for my desert home and freedom.

—*Eugene Middleton.*

#### BLONDY

Blondy is a beagle hound. He is white with light brown spots. His master has owned him since he was two weeks old. At night he sleeps by the door and waits for him to come out in the morning. He pulls his master around on his sled in the winter. He loves his master and will not let anybody touch him. He also hates cats. When ever he sees one he will chase it. One day he saw a big maltese. He started after it, but soon stopped. For the cat turned around and scratched his nose. He never chases cats any more. That one has taught him a lesson.

—*Will Jex.*

#### DAD

Dad was a Scotch collie dog. He was light brown with spots of black and white here and there. He did many tricks that were fun to watch. We would throw sticks for him to bring back. He would bring them back in his mouth sit upon his hind feet, and put his paw up for us to shake hands with him. If he could not find the stick he would find another. When my brother would go on his pony Dad would jump on the pony's back and have a ride too. When we feed him meat, he sits upon his hind feet.

—*Alice Sheets.*

Essentially the same steps as those suggested under General Study Four, page 32, were taken to get the

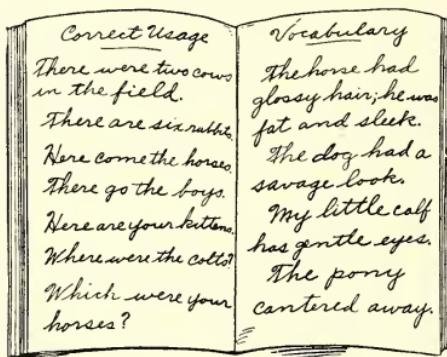
foregoing compositions. Every pupil had some worthwhile animal story to tell.

The work of the class made a very interesting little book of animal stories.

**Correct-Usage Tables.** During the fourth week the time may well be spent teaching the tables found in Exercises 52, 53, and 54. Review the Tables 1, 2, 3, 4, 5, here also. (See pages 69, 70.)

The effort should be directed towards cultivating the spirit of self-correction in the pupil. Lead him to build up his own correction tables in his **Correct-Usage Book**.

Into this book should be written correctly: (1) All misspelled words found in his compositions and notebooks; (2) The grammatical forms that give him most trouble; (3) The words that give him trouble to enunciate and pronounce correctly; (4) Words to add to his vocabulary.



## GENERAL STUDY SIX—BRAVE BOYS AND GIRLS

The central aim of this study is to make boys and girls better Americans. To this end the lessons lead pupils to

discuss vital problems of citizenship that come naturally into their daily lives. Language here is brought into an effective correlation with civics and history.

The program, planned to cover **three weeks** of work during February, is given in three main parts:

1. Stories, oral and written, about brave boys and girls.
2. Letters of friendship, with reviews on letter forms.
3. Hero stories from the history of our country.

In preparing for this work, the pupils, guided by the teacher, should enrich the classroom library with helpful books and magazines that contain the stories suggested and others; and collect suitable pictures and decorations that give the room the right atmosphere for the study.

### First Week

The lessons for this week should be taken from Exercises 55 to 59, the central object being to give the pupils opportunity to tell and to write choice stories about young heroes and heroines, and to give experiences showing everyday heroism.

“A Book of Golden Deeds,” to which each pupil contributes a choice story, should be created **for the classroom library**. The program for the week in detail may be as follows:

#### For the Recitation

Reading and talking about  
“Partners.”  
A story hour on young heroes.  
Telling about everyday  
heroism.  
Reading original stories.

#### For Seat Work

Reading other little hero  
tales.  
Reading exercises and plan-  
ning a little talk on some  
topic it suggests.  
Writing a hero story.

Study of "Somebody's  
Mother."

Completing "Book of Gold-  
en Deeds."

Memorizing the poem.

### Second Week

These lessons deal directly with written forms. A review is given first on contractions and then on quotations. Following this is a real letter exercise motivated through St. Valentine's Day.

The reviews on contractions and quotations may readily be expanded into work enough to fill three recitations and study periods. For the letter writing, two recitations and study periods will be needed.

Let the first day be given to writing the letters with pencil. The pupils may give them a chatty spirit by using contractions freely; as,

Dear Tom,

Don't you wish you were with me? I can't tell you how much fun I'm having here in New York.

We took a trip through Bronx Park yesterday. 'Twas ever so interesting to see all the animals. There were buffaloes, deer, beaver, elephants, lions and tigers. And oh, the monkeys! They're the funniest of all.

The second day may be given to writing the correct letters in ink and addressing them for mailing.

Make these letter-writing lessons an opportunity for natural self-expression. The pupils should be led to say the things they wish to their friends in a free and spontaneous spirit. Review drills on letter forms may be given here, if necessary.

### Third Week

The third week's work may be given to carrying out the following program:

**For the Recitation**

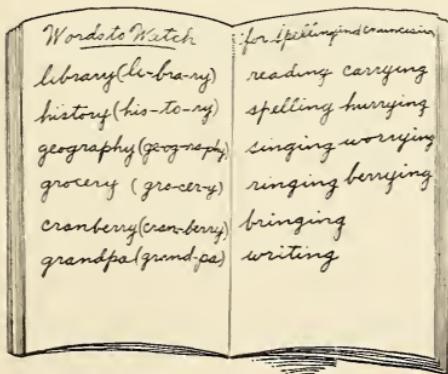
Reading and talking about  
the story of Washington.  
Reading and talking about  
Lincoln.

Planning to play one of the  
stories.  
Presenting the play.  
Review drills in tongue train-  
ing.

The enunciation exercises found in Exercises 64 and 65 give drills on some of the worst of the type sounds that trouble the tongue.

Work here to overcome: (1) Jaw laziness; (2) tongue tightness; (3) faulty resonance; (4) lip laziness; (5) the hurry habits.

Spelling may be correlated here with the exercises, since many words are misspelled because of careless and improper enunciation. Add other lists of trouble makers to the **Correct-Usage Book**. For example,



Make a study of the paragraph structure in the story "Partners."

Have the pupils practice writing conversation in their stories; as,

We were out on the playground when I heard someone scream.

"What is the matter?" I asked.

"Someone seems to be hurt," said Mary.

We dashed over to the crowd.

Complete the story.

Sometimes a picture suggesting a good story may be used for the making of **imaginary conversation**. Such pictures may be found in "Kodak shots," on magazine covers, and elsewhere.

#### GENERAL STUDY SEVEN—SPRING WORK

This practical language study is adaptable both to the country and to the city. Children should be trained to take a willing part in keeping their community clean and in making it beautiful.

It is a good thing also for every pupil to learn how to "dig a dollar out of the soil." Each should be led to appreciate and to cultivate mother earth. This series of lessons rightly taught will afford **two weeks** or more of profitable work. It will be helpful here to have pupils bring to school at this time seed catalogs, pictures of various kinds of poultry, farm bulletins, and magazines. These may be used to advantage in the succeeding lessons.

For each lesson following, two or more recitation and study periods should be given.

### Lesson 1. Talks About Spring Duties

Follow the lead of the topics or use other suggestions like them to get the pupils to talk about making their community, their classrooms, and their homes clean and beautiful.

**Seat Work.** Each pupil may work out an artistic poster to stimulate interest in the work.



### Lesson 2. Growing Gardens

This lesson should lead to the actual growing of gardens in connection with the school, or at home. Pupils in every school can find a chance to do this interesting work. Even in the largest, most crowded cities there are vacant spots that may be cultivated or windows and roofs on which garden boxes can be set. Encourage the garden-growing habit.

### Lesson 3. Making a Garden

The discussion of the garden plan will fill the recitation period profitably.

**Lesson 4. Raising Chickens**

This discussion may be broadened easily to include the raising of pigeons, rabbits, guinea pigs, and other animals and birds.

**Seat Work.** Have another spelling study on **Poultry** and **Farm Animals** that pupils may learn these needed names.

**Lessons 5, 6, 7. Debates**

This study also may be broadened. An interesting little debate should result from discussing the live topics suggested.

Other topics that may stimulate a lively interest and profitable discussion for several lessons are the following:

1. Pets, are they worth keeping?
2. What might city boys and girls do in a productive way to help supply food for their homes?
3. How will raising a garden help in buying fruits and vegetables?
4. Give a list of practical advice about buying things at the grocery. For example:
  - (a) Overripe fruit causes illness; watch that you buy no such fruit.
  - (b) Choose vegetables that have no blight on them.
5. Why does it pay from the viewpoint of health to have a garden?

**Seat Work.** The pupils may draw a plan of a chicken coop, or bird house, or kennel, or rabbit hutch. Or they may make a picture collection of poultry, or of garden products.

**Lessons 8, 9, 10. Business Letters**

Following the suggestions in Exercise 69, let the pupils make this a real bit of business correspondence if possible. If not, divide the class into buyers and dealers and carry on the correspondence. Several lessons may well be given to this business-letter practice. The work can readily be correlated with arithmetic to advantage. Let the pupils be paired, one making out orders from catalogs, which can be easily secured, the other making out an invoice of the goods.

Practice also in the writing of dates, and the addresses of friends and business firms.

**GENERAL STUDY EIGHT—SPRINGTIME FUN**

“A little nonsense now and then  
• Is relished by the best of men.”

Children need fun, but their fun should be wholesome. Their sense of humor should be cultivated. Here is an excellent opportunity to direct the spirit of “All Fools’ Time” to pleasurable education.

The pupils should help prepare for the fun by collecting the books and stories suggested, and by gathering beforehand good clean jokes, cartoons, and other fun-making materials. The schoolroom may be decorated with pictures and drawings suitable for the study.

The following is a suggestive program planned to fill about **three weeks**.

**First Week****For the Recitation**

Telling funny stories.  
Writing funny stories.  
Practice in writing conversation.  
Creating nonsense rhymes.  
Completing nonsense rhymes.

**For Seat Work**

Let pupils plan each to make a sunshine book. In it may be pasted choice cartoons, clean funny stories, good riddles, and other fun-making materials. This will require several study periods.

**Second Week****For the Recitation**

Oral reading of humorous stories.  
Reading and reciting poems.  
Playing funny stories.  
Planning a program.  
Presenting the program.

**For Seat Work**

Complete the sunshine book.  
Read humorous stories.  
Learn a choice funny rhyme.  
Make sentences using correctly the words in black-face type in Exercise 74.  
Find or make other sentences using correctly the forms given in Exercise 75.

**Third Week**

For a third week of work, if time permits, drill on the correct-usage tables given in Exercise 75 and review practice in using quotation and other marks.

**Quotations** are most frequently employed in story telling. **The use of conversation enlivens a story and keeps it clear.** In the telling of most jokes, conversation seems absolutely necessary. To study quotation marks with these thoughts in view, will make a well motivated

lesson. Let the pupils collect good jokes, and study the form in which they are told. Let them also write such jokes to put in their Sunshine Books.

### GENERAL STUDY NINE—PART I BIRD LIFE

This language-nature study has an impelling interest for most pupils. It offers an excellent chance for creative language work in form of bird stories, bird letters, bird poems, and bird plays. Through all this work the observation of bird ways and the spirit of protecting our bird friends may be cultivated.

The program provided will profitably fill **three weeks**.

In preparation for the study pictures of birds, deserted nests, and books containing bird stories and bird poems should be gathered for the classroom. With these in hand the following plan may be carried out with good results. **Each pupil should produce an excellent Bird Book during this study.**

#### First Week

##### For the Recitation

- Study of "Birds of Killing-worth."
- Talks about worth of birds.
- The story of the sea gulls.
- Reading paragraphs.
- Study of Exercise 79.

##### For Seat Work

- Reading about birds.
- Spelling lesson on bird names.
- Writing paragraph telling "How Birds Work for Us."
- Work this out from original observation. After correction, have it put into finished form for the booklet.

**Second Week****For the Recitation**

Talking about bird enemies.  
Reading and talking about  
bird protectors.  
Talking about bird travels.  
Reading bird letters.  
Describing different birds.

**For Seat Work**

Writing paragraphs about  
bird protectors.  
Beginning bird diary.  
Writing a bird letter.  
Completing bird letters for  
books.  
Making paragraph-descrip-  
tions of birds.

**Third Week****For the Recitation**

Reading descriptions.  
Talking of spirit of birds.  
Planning bird-day program.  
Study of bird poems.  
Presenting the bird-day pro-  
gram.

**For Seat Work**

Finding picturesque bird  
words.  
Writing verses about birds.  
Writing invitations.  
Memorizing a choice poem.

The bird-day program as suggested in Exercise 87, should include both original and other work. Every member of the class should be given some part to play. A rich entertainment for the pupils and patrons of the school will result if this plan is properly carried out.

Specimen letters and sketches produced by fifth grade pupils during this study, are here given by way of helpful suggestion.

Birdville, Appleblossom.  
March 25, 1920.

Dear Mr. Robin:

How do you like your new wife? I like mine fine. She is such a sweet little thing. You can't guess how proud of her I am. She is especially noted for fighting.

Yesterday I told her that I wished she would go and get some of the food and let me sit on the nest awhile. I said I didn't see why she was so

lazy. And she did get off the nest, but I didn't want to get on it. Her eyes were just like fire.

She said, "I'll teach you to call me lazy! I'll show you how to speak to me!"

You bet I didn't wait to hear her say it over. Away I went with her after me. I flew over Farmer Brown's house and into the garden. She was nearing me. I flew around in a circle but she was watching for it and cut a corner and caught me. I tell you it wasn't very pleasant then. I never imagined she had such a sharp beak before. I just got up a while ago. I was cut all over where she had pecked me. Well I guess I will close now and go back to bed. I advise you to be careful what you say to your wife.

Yours truly,

BLUEBIRD.

Sherwood Forest, Hollow Tree,  
March 25, 1920.

Dear Mrs. Wood Pecker:

I am having a fine feast. This hollow tree is full of worms. Why don't you come over here? Are you having a good breakfast?

Well good bye,

Yours truly,

WOOD PECKER.

#### THE BIRDS' CHRISTMAS

While I was at my grandmothers one year for Christmas the snow was one or two feet deep. After our Happy Christmas was over we put the tree out in the yard.

Soon a lot of little birds were out in the yard trying to find something to eat.

Grandmother said I could give the birds a Christmas party if I wanted to. So I got a lot of little baskets that had all sorts of little things to eat in them. Then I scattered crumbs of cake and bread among the branches and all around the yard. I then went in and looked out of the window.

It was a pretty sight to see so many little birds eating their Christmas dinner. After they were finished they seemed to want to thank me for what I had done so they sat on the window sill and sang a very pretty song. So every time after this I have made a Christmas for the birds.

Bonners Ferry, Idaho.  
March 25, 1920.

My dear Mrs. Robin:

As I was in a garden where some strawberries were planted, I saw a little girl. She was coming to pick some strawberries and she must

have known that I was wanting to get some string and straw to make my nest. She stood still. Soon a thought came to her mind. She went to the house. When she came back she had a handful of strings and straws and some little fine sticks for me to make my nest.

After she had gone, I went there and got those things and made my nest.

Sincerely,

MRS. ROBIN.

Observe that not only are these letters spontaneous and natural, but the sentences and paragraphs are generally well built.

These pupils were first given an encouraging opportunity to express themselves freely; and helped the while to put their thoughts into right forms.

In working out letters and other compositions on birds, special attention should be given to sentence and paragraph structure. Train the pupils to say one thing at a time, to make one point at a time.

## GENERAL STUDY NINE—PART II—REVIEW

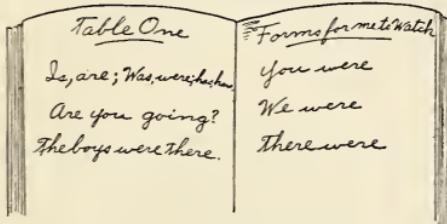
About a month or six weeks before the close of school, the pupils should be given a general review of the various lessons in correct usage, enunciation, punctuation, paragraphing, letter forms, and verse writing.

Following the guidance of the exercises given in Exercises 88 to 92, the teacher may plan the review work according to the needs of the class.

To add zest to the work, make this a time to complete the correct-usage books already suggested. These books may now be organized more systematically. For example, in dealing with the correct-usage tables, let each pupil study each table and find in it the forms that

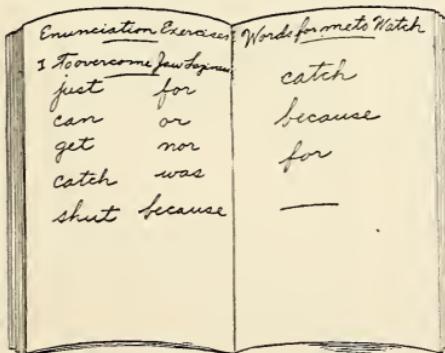
give him most trouble. His notebooks, his compositions, and his daily speech will reflect these mistakes.

Let each pupil arrange the tables studied thus far, in order in the book, placing on opposite page trouble-makers for his own guidance. For example:

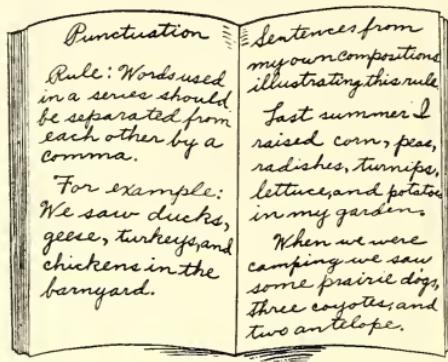


The same orderly arrangement of the **Enunciation Exercises**, containing drills, as suggested, to overcome "jaw laziness," to cultivate "right resonance," to "train the tongue," to overcome "lip laziness," and to check the "hurry habit," should also be made.

Here, again, let the pupil make an individual study of himself, with the help of his classmates, to discover the forms which give him most trouble. These most troublesome forms may be written on the page opposite the general table thus:



Punctuation Practice may likewise be made an individual matter. Pupils here should make a careful study of their own corrected compositions and their notebooks to discover the mistakes they most commonly make. In the **Correct-Usage Book**, on one page, the rule may be written, with illustrations; on the opposite page sentences taken from the pupil's own work may be written and punctuated correctly. For example:



In reviewing paragraph structure the pupils should be given practice in writing on topics close to their experiences. For example: Make two paragraphs about some bird. Write a letter of two or three paragraphs.

Practice on letter forms, including drills on writing dates and addresses, also may be made real. A spelling review on the names of the months and the days of the week should also be given.

#### GENERAL STUDY TEN—SPRING SPORTS

Clean fun and good health, with live language practice, should result from this study.

The exercises provided round out the year with interesting lessons that look forward into the vacation time. They may be worked out in **three weeks**.

Make the most of the following themes in both oral and written work:

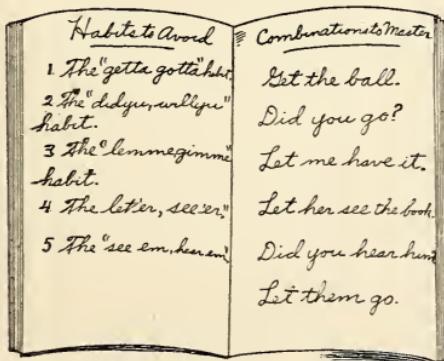
1. Describing outdoor games.
2. Playmates worth while.
3. Cleanliness and health.
4. A clean tongue.

Pupils should be led to discuss freely the vital suggestions and topics given in Exercises 94, 95, and 96.

The vocabulary work in Exercise 97 may be enriched by a study of well written descriptions of games. The pupils here may be led to find effective, clean expressions in newspapers and in magazines.

The tongue-training table given in Exercise 98 is aimed directly at overcoming the "hurry habit," one of the worst of our American language faults. Let emphatic attention be given to this work of training the tongues of pupils to "speak the speech trippingly," and distinctly, not to "mouth it," nor to run it together so rapidly that people cannot understand the speech.

Add to the **Correct-Usage Book** some reminders against the "hurry habit." For example:

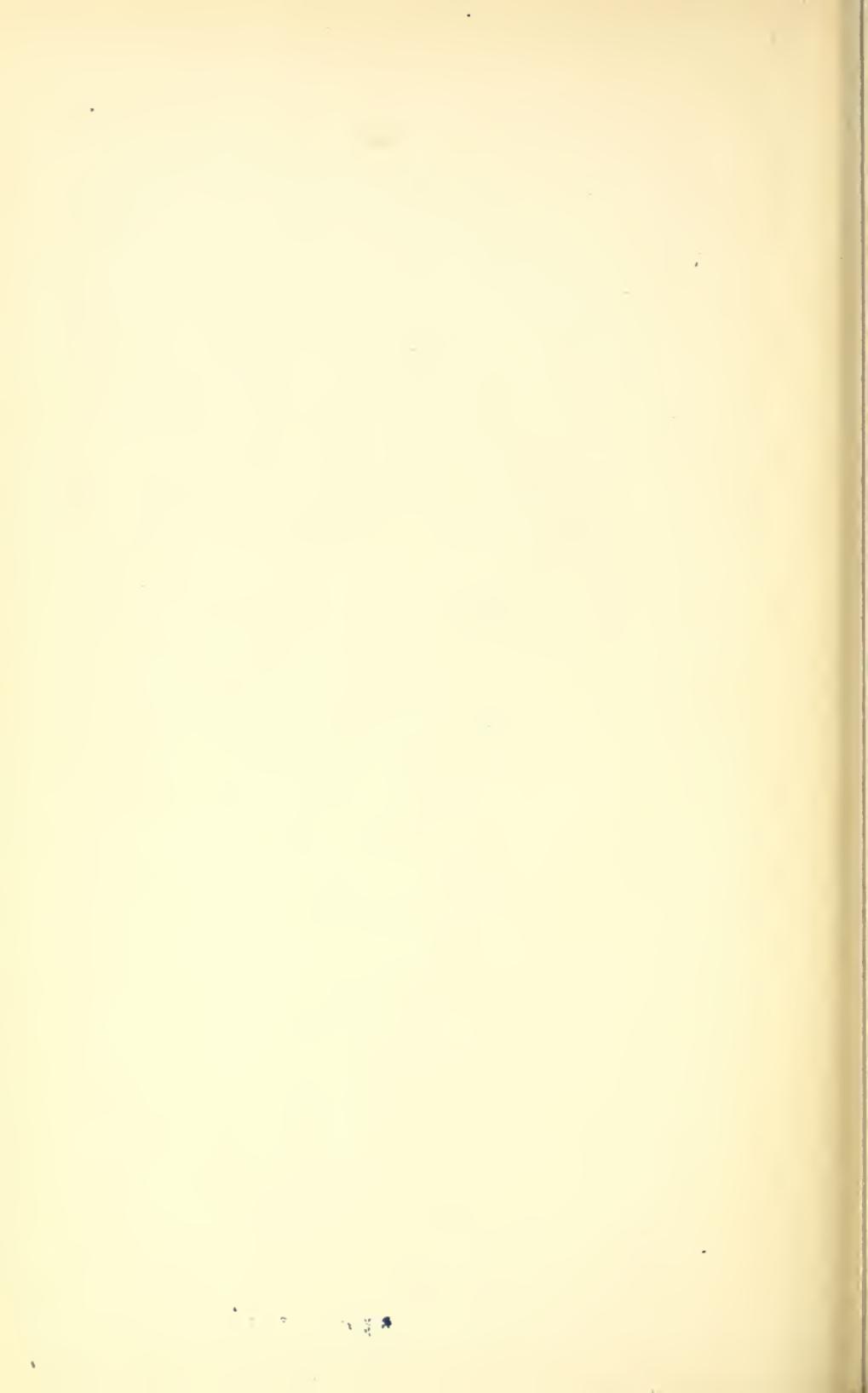


If time remains the pupils may be led to share their past vacation experiences or their anticipations for the summer.

Pupils should leave the fifth grade with an increased love for language work. This result will come naturally from giving them, as the text constantly suggests, an inviting opportunity to express themselves, not someone else. This sharing of experiences and real fun will bring rich pleasure.

Another result from the work should be surer habits of correct speech. Their enunciation ought to be clearer, their sentences free of the more obnoxious errors, and they should be able to build simple sentences clearly and to construct simple paragraphs with some skill.





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